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ABSTRACT

A project created a framework for integrating school-to-work (STW) into the preservice curriculum for all new teachers in Ohio and conducted a professional development activity for college and university faculty involved with preparation of new teachers. A work team of teacher education faculty representing six public universities met to learn about STW, discuss its implications, and design a teacher education framework and professional development activity for teacher educators. The framework consisted of the following elements: a vision of STW and teacher preparation; philosophy; set of economic assumptions; mission and definition of STW and preservice teacher educator's role; relevant concept maps; list of outcomes for preservice teacher education programs related to STW; relationship of STW and state curriculum models; relationship of STW and new Ohio teacher education and licensure programs; plan for integrating STW into all preservice teacher education programs in Ohio; list of possible barriers for implementation; time-line; and list of references. For the professional development activity, a prototype conference for teacher education faculty was planned and implemented. The event allowed participants to experience presentations, a simulation that included workshops by educators and business people involved with STW, 1-day externship at a work site, and force field analysis activity. (These products are included in the report: framework, conference materials, university plans, and conference assessment.) (YLB)

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ED 415 354

State University Education Deans (SUED)
School-to-Work System Integration Coalition

Preservice Teacher Education Framework

Robert G Berns, Principal Investigator
Bowling Green State University
Bowling Green, Ohio

October 15, 1997

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Preservice Teacher Education Framework

Executive Summary

Robert G. Berns, Principal Investigator
Bowling Green State University
Bowling Green, Ohio

October 15, 1997

With funding from the Ohio School-to-Work Office, the State University Education Deans have established a System Integration Coalition to undertake this work, along with three other related interuniversity projects. The Ohio State University College of Education has provided project management for the Coalition.

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Preservice Teacher Education Framework[1]

The state of Ohio's public universities and their teacher education units can and should play a major role in school reform. One initiative in the reform movement is school-to-work. The State University Education Deans (SUED) have collaborated to support four projects designed to contribute to the integration of school-to-work into Ohio's educational system.

One of those projects, "Preservice Teacher Education Framework," was designed to encourage the integration of school-to-work into preservice teacher education programs throughout the state. The two major objectives of the project were:

1. to create a framework for integrating school to work into the preservice curriculum for all new teachers in Ohio, and
2. to conduct a professional development activity for college and university faculty in Ohio who are involved with the preparation of new teachers.

By accomplishing these objectives, faculty will be better prepared to facilitate learning by prospective educators which will result in the necessary understandings and skills needed to implement new curriculums, teaching methodologies, and program structures.

Procedures

To reach the objectives, a work team of teacher education faculty representing six public universities in Ohio met to learn about school-to-work, discuss its implications, and design a teacher education framework and professional development activity for teacher educators. Through team meetings, individual activities, and sub-groups, the faculty created the framework and planned and implemented the professional development activity.

The work team consisted of the following faculty:

- Robert G. Berns, Principal Investigator, Bowling Green State University
- Dora L. Bailey, Youngstown State University
- Leigh Chiarelott, Bowling Green State University
- Donna S. Courtney, Wright State University

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[1] This publication is supported by a state grant from the Federal School-to-Work Opportunities Act of 1994. The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Labor, and no official endorsement by the U.S. Department of Labor should be inferred.

As an equal opportunity employer and service provider, it is the policy of the state school-to-work office and supporting agencies that educational activities, employment practices, programs, and services are offered without regard to race, color, national origin, sex, religion, disability, or age in employment or the provision of services.

- Johanna S. DeStefano, The Ohio State University
- Patricia M. Erickson, Bowling Green State University
- Cindy Gillespie, Bowling Green State University
- Darcy Haag Granello, The Ohio State University
- Mary Helen Harvey, Ohio University
- Terry K. Harvey, Ohio University
- Larry O. Hatch, Bowling Green State University
- Abbejean Kehler, The Ohio State University
- Anthony A. Olinzock, The Ohio State University
- Donna J. Richmond, Kent State University
- Marcia A. Rybczynski, Bowling Green State University
- Barbara S. Thomson, The Ohio State University
- Kathy Siebenaler Wilson, Bowling Green State University

In addition, Charlotte R. Coomer and Edwin A. Whitfield of the Ohio Department of Education served as liaisons on the work team. Sandra G. Pritz, of The Ohio State University also participated as a work team member representing the SUED Coalition Management team, and Lisa A. Willson, a graduate assistant at Bowling Green State University, provided organizational support.

Preservice Teacher Education Framework

During the course of the project, the work team wrote a plan for integrating school-to-work into preservice teacher education in Ohio. The framework was viewed by the work team as a dynamic, evolving document.

The plan consists of the following sections:

- a vision of school-to-work and the preparation of teachers
- a philosophy, including a rationale behind school-to-work and the need for its integration into preservice teacher education programs
- a set of economic assumptions
- a mission and definition of school-to-work and preservice teacher education's role
- relevant concept maps
- a list of outcomes for preservice teacher education programs related to school-to-work
- the relationship of school-to-work and state curriculum models
- the relationship of school-to-work and new Ohio teacher education and licensure programs
- a,plan for integrating school-to-work into all preservice teacher education programs in Ohio
- a list of possible barriers for implementation
- a time-line
- a list of references

The framework, although continuing to evolve, offers ideas that prevail among the work team members of this project. The vision offers a view of the future through the eyes of the teacher education faculty on the team. Based on the philosophy, rationale behind the need for integrating school-to-work into preservice teacher education, and economic assumptions cited in the document, the vision takes this foundation into the future.

Specific components of preservice teacher education that have relevance to school-to-work are identified in the document along with proposed outcomes and strategies for the programs. The framework also cites the need for further work team activities that will offer plans for connecting school-to-work to existing models, standards, and curricula.

The work team felt strongly that the framework needs to continue to evolve. Although work team members made significant progress during the course of this project, one additional year would allow the work team to add important elements of the framework including information about relationships between school-to-work and other initiatives both in Ohio and nationally such as the state's curriculum models and teacher education and licensure standards.

In addition, a concentrated effort to implement the framework should be expended. Field tests of the framework and university plans emanating from this project should be conducted to assure their implementation. Results of those field tests should be shared with all colleges and universities throughout the state.

Professional Development Activity

For the project's professional development activity, the work team planned and implemented a **prototype** conference for teacher education faculty at Bowling Green State University, July 10-12, 1997. The intent of this part of the project was to create a conference that could be replicated over the next few years as the involvement of additional faculty from public and private colleges and universities is sought.

Entitled "Integrating School-to-Work into Preservice Teacher Education: A Conference for Professors of Education in Ohio," the three-day event was based upon constructivist theory allowing participants to experience such activities as:

- presentations by J.D. Hoye, Director of the U.S. School-to-Work Office, Robert Radway, Director of Ohio School-to-Work, and Dr. Ernest Savage, Associate Dean of the College of Technology at Bowling Green State University,
- a simulation that included short workshops by educators and businesspeople involved with school-to-work,
- a one-day externship at a work site in Northwest Ohio including preparatory activities prior to the externship and reflective activities following the externship,
- a skit in which the most recent draft of the framework was introduced, and

- a force field analysis activity during which teams of faculty from the universities identified factors related to future activities at their home institutions.

Faculty members from 10 public universities in Ohio participated in the conference and represented a diverse set of disciplines including elementary education, various fields within secondary education, special education, and guidance and counseling.

As a prototype, a thorough assessment was conducted to determine aspects that should be continued and areas that need improvement prior to conference replicates. The assessment was completed by the University of Cincinnati College of Education's Evaluation Services Center.

The prototype conference was a resounding success, according to the assessment. For each component of the conference, participants indicated they agreed or strongly agreed that the session or activity contributed to their knowledge of school-to-work and would help them infuse school-to-work into their preservice teacher education programs.

The presenters and work team members were also quite positive in their reactions to the conference. Based upon input from conference participants, presenters, and work team members, the following key recommendations were offered:

1. Conduct additional conferences for college and university teacher education faculty based on the philosophy, approaches, and activities of this prototype conference. Planners should consider the assessment results of the prototype conference to determine possible minor alterations.

2. Invite faculty from all public universities as well as private colleges and universities to future conferences.

3. Conduct a follow-up seminar within the current academic year for those participating in the prototype conference.

Summary

This project resulted in two major products: A framework for integrating school-to-work into preservice teacher education in Ohio and a prototype conference for university faculty involved with teacher education that was held July 10-12, 1997. Future activities intended to support the integration of school-to-work into all preservice teacher education programs in Ohio are suggested in the final report of this project. The work team members, at its final meeting, created the following statement that captures the essence of their work on this project.

Educate the professor, and you will educate the teachers and their students.

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Acknowledgments

Many dedicated professionals contributed to the success of this project. The support and contribution of individuals within the Ohio School-to-Work Office, Ohio Board of Regents, and Ohio Department of Education made this project possible including, but not limited to, Robert Radway, Jon Tafel, and Vicki Melvin. All Steering Committee members deserve recognition. Charlotte Coomer, who served as the liaison from the Steering Committee, and Mary Ellen Murray offered invaluable information and advice throughout the project.

The coalition management provided by Nancy Zimpher, Susan Sears, and Sandra Pritz of The Ohio State University not only provided effective coordination among the four SUED projects, but Sandra Pritz's liaison role on the project's work team proved critical to the achievement of the project's objectives.

The principal investigators of the other three SUED projects shared ideas during monthly meetings. Also, school-to-work regional coordinators Linda Detrick-Jaegly, Elaine Fencl, and Robin Garland provided input during work team meetings along with Edwin Whitfield of the Ohio Department of Education. The success of this project would not have been possible without the involvement of these individuals.

The work of this project was completed by faculty from six universities who learned and grew together during this collaborative venture. Their insight in the teaching and learning process and their backgrounds in teacher education allowed for the project to move in a direction that has ignited many teacher education faculty to pursue the integration of school-to-work in teacher preparation. Appreciation is extended to all of the following work team members.

Dora Bailey, Youngstown State University
Leigh Chiarelott, Bowling Green State University
Donna Courtney, Wright State University
Johanna DeStefano, The Ohio State University
Patricia Erickson, Bowling Green State University
Cindy Gillespie, Bowling Green State University
Darcy Haag Granello, The Ohio State University
Mary Helen Harvey, Ohio University
Terry Harvey, Ohio University
Larry Hatch, Bowling Green State University
Abbejean Kehler, The Ohio State University
Anthony Olinzock, The Ohio State University
Donna Richmond, Kent State University
Marcia Rybczynski, Bowling Green State University
Barbara Thomson, The Ohio State University
Marjorie Ward, The Ohio State University
Kathy Wilson, Bowling Green State University
Charlotte Coomer, Liaison, Ohio Dept of Education
Edwin Whitfield, Liaison, Ohio Dept of Education
Sandra Pritz, Coalition Mgmt., The Ohio State Univ

Finally, the support of the administration, faculty and staff at Bowling Green State University allowed this project to be conducted in an efficient and effective manner. Deans Les Sternberg and Jim Sullivan offered support throughout the project. In addition, many details were competently handled by graduate assistant Lisa Willson and secretary Marsha Olivarez, as well as the staff in the Office of Sponsored Programs and Research and the Grants Office.

My heartfelt thanks to all of these professionals for their many contributions to this project and, thus, to school-to-work.

Robert G. Berns, Principal Investigator
Bowling Green State University
Bowling Green, Ohio

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Foreword

Committed to the generation and dissemination of knowledge critical to the future competitiveness of our state and country, Bowling Green State University's College of Education and Human Development is pleased to have served as the lead institution for the School-to-Work System Integration Coalition project, "Preservice Teacher Education Framework." Collaborating with five other public universities in Ohio, a work team consisting of teacher education faculty met regularly to pursue two objectives:

- to create a framework for integrating school-to-work into all preservice teacher education programs in Ohio, and
- to design and implement a professional development activity for teacher education faculty in Ohio.

This report reflects the results of study, lengthy discussions, and persistence as the faculty moved toward those objectives. A framework is included in this report as well as information regarding a conference held at Bowling Green State University in July, 1997, at which time faculty from 10 public universities in Ohio met to explore school-to-work concepts, principles, and practices, and to determine how the initiative should be integrated into preservice teacher education programs at their institutions. Initial plans for that integration are also included in this report.

Bowling Green State University's College of Education and Human Development looks forward to continuing to provide leadership as faculty from colleges and universities throughout the state move toward full implementation of school-to-work in their programs.

Les Sternberg, Dean
College of Education and Human
Development
Bowling Green State University
Bowling Green, Ohio

With funding from the Ohio School-to-Work Office, the State University Education Deans have established a System Integration Coalition to undertake this work, along with three other related interuniversity projects. The Ohio State University College of Education has provided project management for the Coalition.

Introduction and Objectives

The state of Ohio's public universities and their teacher education units can and should play a major role in school reform One initiative in the reform movement is school-to-work The State University Education Deans (SUED) have collaborated to support four projects designed to contribute to the integration of school-to-work into Ohio's educational system

One of those projects, "Preservice Teacher Education Framework," is reported herein Designed to encourage the integration of school-to-work into preservice teacher education programs throughout the state, the two major objectives of the project were

1 to create a framework for integrating school to work into the preservice curriculum for all new teachers in Ohio, and
2 to conduct a professional development activity for college and university faculty in Ohio who are involved with the preparation of new teachers

By accomplishing these objectives, faculty will be better prepared to facilitate learning by prospective educators which will result in the necessary understandings and skills needed to implement new curriculums, teaching methodologies, and program structures

Procedures

To reach the objectives of this project, a work team of teacher education faculty representing six public universities in Ohio met to learn about school-to-work, discuss its implications, and design a teacher education framework and professional development activities for teacher educators Specifically, work team members used the following strategies to successfully complete this project

- met as a team on the following dates December 16, January 17, February 13, March 20, April 14, May 20, June 5, and August 20

- completed a range of activities between work team meetings as individuals, in pairs, and in small groups Such activities included writing segments of the framework, gathering opinions and insights through informal surveys using E-mail and other means, creating activities for the professional development activities, reviewing the literature, and preparing presentations for work team meetings

- facilitated sessions of the professional development activities

The work team consisted of the following faculty:

- Robert G. Berns, Principal Investigator, Bowling Green State University
- Dora L. Bailey, Youngstown State University
- Leigh Chiarelott, Bowling Green State University
- Donna S. Courtney, Wright State University
- Johanna S. DeStefano, The Ohio State University
- Patricia M. Erickson, Bowling Green State University
- Cindy Gillespie, Bowling Green State University
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- Barbara S. Thomson, The Ohio State University
- Marjorie E. Ward, The Ohio State University
- Kathy Siebenaler Wilson, Bowling Green State University

In addition, Charlotte R. Coomer and Edwin A. Whitfield of the Ohio Department of Education served as liaisons on the work team. Sandra G. Pritz of The Ohio State University also participated as a work team member representing the SUED Coalition Management team, and Lisa A. Willson, a graduate assistant at Bowling Green State University, helped organize the work team meetings.

Preservice Teacher Education Framework

During the course of the project, the work team wrote a plan for integrating school-to-work into preservice teacher education in Ohio. The framework was viewed by the work team as a dynamic, evolving document.

The plan appears on pages 11-28 and consists of the following sections:

- a vision of school-to-work and the preparation of teachers
- a philosophy, including a rationale behind school-to-work and the need for its integration in preservice teacher education programs
- a set of economic assumptions
- a mission and definition of school-to-work and preservice teacher education's role
- relevant concept maps

- a list of outcomes for preservice teacher education programs related to school-to-work
- the relationship of school-to-work and state curriculum models
- the relationship of school-to-work and new Ohio teacher education and licensure standards
- the relationship of school-to-work and career development theory and practice
- a list of strategies for integrating school-to-work into teacher education programs
- a plan for integrating school-to-work into all preservice teacher education programs in Ohio
- a list of possible barriers for implementation
- a time-line
- a list of references

Professional Development Activity

For the project's professional development activity, the work team planned and implemented a **prototype** conference for teacher education faculty at Bowling Green State University, July 10-12, 1997. The intent of this part of the project was to create a conference that could be replicated over the next few years as the involvement of additional faculty from public and private colleges and universities is sought.

To secure faculty representatives from the public universities for the conference, the project's principal investigator and a coalition management representative telephoned all deans represented on SUED asking for names of two teacher education faculty from their institutions to participate in the conference. Each dean was asked to identify one faculty representative from secondary education and one from an area outside secondary education (e.g., elementary or guidance and counseling). The deans were also asked to consider the following criteria when determining faculty representatives to the conference:

- representatives must be full-time faculty
- representatives should be informal leaders among the faculty
- representatives should not be involved with vocational education since that group of teacher educators are already able to contribute to school-to-work based upon their previous knowledge, background, and experience
- representatives must be involved in the preservice preparation of educators

Of the 12 universities represented on SUED, faculty from the following 10 institutions completed the conference:

University of Akron
Bowling Green State University
Central State University
Cleveland State University
Kent State University
The Ohio State University
Ohio University
University of Toledo
Wright State University
Youngstown State University

The names, addresses, and phone numbers of the conference participants and work team are located on pages 29-32.

The conference was the topic of three articles appearing in the *Toledo Blade* and the *Bowling Green Sentinel-Tribune*. Copies of the articles are located on pages 33-34.

The conference agenda appears in the printed program on page 35. Entitled "Integrating School-to-Work into Preservice Teacher Education: A Conference for Professors of Education in Ohio," the three-day event was based upon constructivist theory allowing participants to experience such activities as:

- presentations by J.D. Hoye, Director of the U.S. School-to-Work Office, Robert Radway, Director of Ohio School-to-Work, and Dr. Ernest Savage, Associate Dean of the College of Technology at Bowling Green State University. The paper distributed by Dr. Savage appears on pages 36-42.

- a simulation that included short workshops by educators and businesspeople involved with school-to-work activities across the state (see pages 43-48 for simulation materials)

- an externship at a work site in Northwest Ohio (see the list of participating companies on page 49)

    - an activity held the prior night that prepared the faculty members for the externship
    - an activity, "Creative Reconceptualizations," following the externship that allowed the participants to share information learned during their externships (see "Externship Reflections" on pages 50-60)

- presentations on the Ohio School-to-Work Coalition's Integration Projects

- a skit presented by the work team that unveiled the latest draft of the project's preservice teacher education framework. The skit was followed by a small group activity during which the participants provided reactive input regarding elements of the framework. The skit, "Sleepy River Hollow: The Dawning of a New Day," appears on pages 61-68.

- a force field analysis activity in which teams of faculty by university identified factors related to future activities at their home institutions. The goal for each plan was to infuse school-to-work into preservice teacher education at their home institution. Upon completion of the activity, each team reported their plans to the entire group of conference participants. The factors considered in the force field analysis appear below.

    - the situation as it is now
    - the situation as the team wants it to be
    - factors that will keep the situation from changing
    - factors that will help the situation change
    - the team's top priority obstacle
    - the team's top priority positive factor
    - action steps
    - resources needed

    Each university's force field analyses appears on pages 69-87 along with a summary of the steps planned by the faculty teams of the universities.

As a prototype, the conference needed a thorough assessment to determine aspects that should be continued and areas that need improvement prior to conference replicates. The following four surveys comprised the assessment.

- Feedback from Faculty Work Team
- Feedback from Conference Participants
- Feedback from Presenters
- Follow-up Survey

The data were collected prior to adjournment of the conference except for the follow-up survey which was mailed to conference participants approximately six weeks after the conference. The period of time between the conclusion of the conference and the receipt of the follow-up survey allowed the individuals to reflect upon the proceedings of the conference.

A copy of the survey instruments and the results of the assessments appear on pages 88-132. The data were tabulated and analyzed by the University of Cincinnati College of Education's Evaluation Services Center.

Upon final determination of Year 2 activities of this project, a video-tape of the presentations delivered by J.D. Hoye and Dr. Ernest Savage will be mailed to the conference participants and work team members along with a letter explaining future plans.

A Framework for Integrating School-to-Work into Preservice Teacher Education Programs
(An Evolving Document)

by the Faculty Work Team on the Project,
"School-to-Work Integration Project: Preservice Framework Plan"

Robert G. Berns, Principal Investigator, Bowling Green State University
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Edwin A. Whitfield, Liaison, Ohio Department of Education
Sandra G. Pritz, Coalition Management, The Ohio State University

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A Framework for Integrating School-to-Work into Preservice Teacher Education Programs (An Evolving Document)

The School-to-Work Opportunities Act passed by Congress in 1994 addresses the importance of helping all students in public elementary and secondary schools acquire the knowledge, skills, abilities, and information to prepare for a smooth entry into the work environment. This Act tends to go beyond current educational programs that lead to specified careers. Individuals learn and work as they proceed through their lives. Studying may be intended for its own sake and may also be intended to relate to an individual's work life. The school-to-work initiative recognizes that work allows individuals to apportion to society so that individuals can have what they need to live their lives (e.g., food, shelter, and music). This work requires knowledge, skills, abilities, and information which can be learned in schools. Indeed, this perspective brings relevance to schools for students.

Ohio is one of 27 states to receive an implementation grant under this Act. Ohio's commitment to building a strong and comprehensive school-to-work system focuses on strengthening the connections between education and employment, whether that employment comes after high school graduation or after vocational or technical training, college preparation, or graduate study. School-to-work experiences are for all students (i.e., early childhood, middle childhood, and adolescents), including those students wth disabilities, with limited English proficiency, and with diverse racial and cultural backgrounds. The goal is to develop in all students the competencies, confidence, and connections that can lead to successful careers and responsible citizenship.

For Ohio's School-to-Work system to succeed in preparing students in schools today for the employment and educational opportunities of tomorrow, education, business and industry, organized labor, community-based organizations, parents, and students must forge partnerships and relationships that enable students to integrate school-based and work-based learning and foster real-world applications of principles and concepts. Key players in these partnerships are faculty members in Ohio's public universities who are responsible for preparing teachers, counselors, and administrators for the public schools.

What follows is the description of how faculty members drawn from Ohio's public universities and involved with preservice teacher preparation view their roles and responsibilities and the responsibilities of their programs in paving the way for students to move from school to work. The following framework can serve as a guide at both the macro and micro levels so that colleges and universities in Ohio can and will integrate school-to-work in their teacher preparation programs.

The initial framework plan will be a product of a project funded by the Ohio School-to-Work Office through the State University Education Deans (SUED) in conjunction with the Ohio

Department of Education and the Ohio Board of Regents. As a part of this project, "Ohio's School-to-Work System Integration Project: Preservice Teacher Education Framework," a team of faculty from six public universities in Ohio created an initial framework plan, intended to be an evolutionary piece, that will be continually revised, updated and enhanced by university faculty members. University faculty participating in the "Integrating School-to-Work into Preservice Teacher Education" Conference in July of 1997 will move the framework forward in both substance and form. This pilot project is to be used as a starting place for discussion and professional growth. It can be used to develop partnerships among colleges and universities as well as with local education agencies and regional alliances. Exactly how the outcomes will look will become clearer as the process takes shape. The School-to-Work Preservice Teacher Education Faculty Work Team invites all college and university faculty to become involved in the creation of this exciting new approach to education.

The Vision

We see the ultimate goal of education being to enrich the lives of students by helping them gain the knowledge and skills they need to lead satisfying and productive lives. In modern society quality of life is dependent on having the educational skills needed to participate fully in our society, including those skills required for the citizenship role, the worker role, the family role, and the individual's self role.

To prepare teachers for Ohio schools that pursue that goal, colleges should provide programs to meet the educational needs of aspiring teachers for the 21st century and beyond. Priorities in Ohio for the schools of the future will be based on such initiatives as the Standards for Ohio Schools, Goals 2000, school-to-work, and BEST practices, which will, themselves, continue to evolve. These programs focus on systemic change to improve student learning.

As teacher education faculty at colleges in Ohio, we see a future where all teacher education programs in the state prepare individuals who contribute to these priorities. Knowledge, skills, and abilities that ensure the continuous improvement and innovation in the teaching and learning process that is aligned with current research findings will be the focus of these programs. We now know more about how children learn than we have ever known. Therefore, all teacher education programs in Ohio will use that knowledge to update their curricula and better prepare future teachers based.

We see a future where prospective teachers learn the following teaching and learning principles:

1. Student learning is enhanced when teachers focus on the student.

2. Students learn more and retain it longer when they apply their knowledge and skills to meaningful contexts.

3. An important role of the teacher is to help students make connections between what they are learning and how it applies to "real world" problems (including career-oriented situations). Effective teachers facilitate students' understanding of why they should learn the content.

4. Authentic (contextual) teaching is the pervasive, powerful tool in improving student performance.

5. Students learn best when new ideas are connected to what they already know and have experienced.

6. Students learn best when they are actively engaged in applying and testing their knowledge using real-world problems.

7. All students can learn. The wide diversity of learners in the state requires an understanding of a variety of cultures, races, aptitude levels, and interests.

8. Prospective teachers will be prepared to teach effectively across a variety of cultures, races, and aptitude levels.

The compelling nature of the need to transform preservice teacher education programs is reflected in Peter Drucker's observation (*The Age of Social Transformation*, 1994) that knowledge has become the key resource, the basis for the work of the world, and that wealth-creating activities will not be the traditional land, labor, and capital, but rather the application of knowledge to work and to multifaceted uses for the living of productive and satisfying lives. All of education must respond to an unprecedented challenge to enable students to achieve in this transformed world.

The faculty of colleges and universities throughout Ohio must play a significant role in producing teachers who are innovators and connect with the community, including the parents of their students, businesspeople, and community leaders. These newly-educated teachers will be expected to implement a curriculum that is directed toward meeting the needs of students and our society. They must be prepared to create a learning environment that enables those needs to be met. They must also set high standards for all students.

School-to-work can provide a focus and a directive for organizing the academic and skill based outcome of formalized schooling. Prospective teachers, from the early days of preparation to the moment they enter their classrooms as profssionally-licensed faculty, must be able to function successfully in the schools of the present and future.

It is imperative that resources be fully targeted at reaching these goals so that the progress and accomplishments so far achieved will not be sidelined. Then, we will be able to institutionalize these goals as central to our preparation of teachers.

A Philosophy

A successful, comprehensive School-to-Work system must encourage all students to prepare for membership in tomorrow's community. It must encourage all students to look ahead to their educational and employment opportunities. It must substantially improve learning through more interesting and relevant experiences that integrate school-based and work-based learning and foster real-world applications of principles and concepts.

School-to-work experiences are designed to develop young people's competence, confidence, and connections that can ensure successful careers and citizenship. This is best accomplished through a robust partnership uniting educators, business and industry, organized labor, community-based organizations, parents and students in order to ensure that Ohio's students and workers are prepared for tomorrow's community, employment, and educational opportunities and responsibilities.

Rationale Behind School-to-Work and the Need for Its Integration in Preservice Teacher Education Programs

Today's workplace, and those of the 21st century, require a new kind of worker--one who excels at solving problems, thinking critically, working in teams, and constantly learning on the job. In this new global and technology-driven economy, the skills of the workforce are a company's major competitive advantage. The best jobs in this emerging workplace will go to those who are academically strong and highly skilled. Yet these workers must master other skills listening and communicating, applying reasoning and problem-solving to work-related problems, leadership and teamwork, and a strong work ethic. Corporate, community, and individual success in this new economy means that our educational system has to change, too.

We can no longer afford a tiered educational system with high-standards academic preparation for some, vocational preparation for others, and a low-standards general track for still others. Today's school must offer all students challenging, relevant academics and meaningful work-based learning experiences in their communities.

The consequences of our educational system being out of sync with the changing nature of work have taken a toll on American business. More than 50% of U.S. employers say they cannot find qualified applicants for entry-level positions. It is estimated that American business spends nearly $30 billion training and retraining its workforce. Until we as a society fully address the mismatch between what and how students are learning and what they will be required to know and do to ensure successful careers, this figure is likely to continue to rise.

Young people, their families, and the community expect every individual to be prepared to enter the workforce upon completion of schooling. It is also expected that schools bear the responsibility for creating successful well-marked paths students can follow to move from school to good first jobs or from school to continued education and training. School-to-work combines quality academic classes at school with experiences in the workplace. It builds partnerships between schools and employers and leaves room for local control of local needs.

The higher education community is an essential partner in this system to assure that educators apply school-to-work concepts, principles, and practices in their programs, classes, and experiences offered to their students.

For all of these reasons, school-to-work encourages students to develop their interests and start learning about how they might apply those interests and aptitudes in the world of work. It helps students...and their parents...take an active role in planning their courses and work experiences so they can better prepare for their next step...to a job, to an apprenticeship, to a two-year technical or community college, or to a four-year college or university.

School-to-work helps students, families, business, and the community achieve their goals by turning local businesses into classrooms for work-based learning experiences...and by engaging parents more actively in all aspects of their children's career exploration and development.

When this happens, everyone wins. Young workers become encouraged because their paychecks and progress successively improve, their hopes rise, and the community and the nation become stronger, because productivity increases our ability to participate in world markets.

Economic Assumptions

Among the important considerations that drive school-to-work systems are economic factors. Since school-to-work is intended to result in a "better life" for individuals by providing a healthy economy, the following set of economic assumptions contributes to an understanding of the rationale behind the integration of school-to-work in preservice teacher education.

1. A market-oriented system is based largely on the individual accepting responsibility for the quality of their standard of living. It generally applies that the more productive the individual, the higher the remuneration.

2. Productivity is a function of the experience, education, skills, motivation, general level of physical and mental health, attitudes, talents and other abilities of the individual.

3. The level and quality of education possessed by the individual has a direct bearing on the work opportunities for which they are qualified and will be offered.

4. Any individual's standard of living is a function of their ability to market their skills (in the broadest sense of marketing) in a competitive labor and employment marketplace.

5. Employers seek employees who are best able to demonstrate and perform tasks within a set of "workplace cultural norms" (e.g., on-time arrival, ready to work, reasonably freed from

personal distractions and other outside activities, recognition of the contribution of the employee to the overall output, competitiveness and profitability of the enterprise, honesty, and focus on the tasks required to meet supervisor's approval).

6. Market place dynamics are already in place, such that if the employee does not contribute more to the value of the output of the organization than that employee costs in salary and benefits, then it is no longer in the best interest of the employer to extend employment.

7. Private enterprise employers are profit seeking. Without a return on the investment for the business, in time they will no longer be able to remain in business.

Of critical importance is an understanding of individuals and their role in the economic activity of work. The following list of assumptions are intended to contribute to such an understanding.

1. Individuals are rational decision makers.

2. People make choices relative to work based upon a set of motivating factors. Not choosing work is also a choice which results in consequences which may or may not be anticipated by the individual.

3. The resultant trade-off between work and non-work (leisure) is a part of each work-related choice. By engaging in work, an individual relinquishes time and energy, both of which have value.

4. Generally, individuals are willing to work more hours as the income from those hours increases. However, some individuals choose fewer hours of work and the resultant income loss in order to devote more time to family and leisure pursuits.

5. The value an individual places on a particular combination of work and leisure is subject to a cornucopia of factors such as past experiences, relationships, and a myriad of other factors.

6. Every individual experiences a limitation of choices based on skills, attitude, health, stamina, internalized or externalized motivations, aptitude, self esteem, and public or social pressure.

7. Not all choice alternatives or combination of alternatives are agreeable or pleasurable. Typically, however, when an individual spends energies and resources in work, they receive income. With this income, the individual may choose to improve their standard of living by consuming additional goods and services.

8. Work decisions are essentially an exchange. The exchange may occur between an individual and another individual or an individual and an employer. Of course, an individual may also be self-employed.

9. Activities which improve the knowledge, skills, talent, education, opportunities, and personal attributes increase the likelihood of a rising standard of living.

The workplace is changing as the industrialized economy shifts to the information age. Improvements in communications and transportation systems, the downfall of Communism and resultant increasing numbers of nations and people involved with Capitalism, the aging of the people of the world and other demographic shifts, and the explosion of technology advancements is resulting in an increasingly-changing employment picture (Thurow, 1996). For example, workers no longer have to be in a specific place, at a specific time to accomplish work objectives. Indeed, individuals now in the workplace and those entering are facing radically reduced expectations with regards to stability of work life as well as the unpredictability of employment options.

Each individual must become responsible for the accumulation of knowledge and skills in anticipation of workplace changes. Although it remains unclear how employment trends will work their way through the economy, some have predicted a lower work week, shifts to information-based technology-oriented jobs, and greater employment in the non-profit sectors of the economy. Individuals must assume the responsibility for staying on top of these trends for them to best provide for the economic security of themselves and their families.

Mission and Definition of School-to-Work and Preservice Teacher Education's Role

The mission of school-to-work in Ohio is to ensure that every Ohio student graduates from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world of work--and is prepared for lifelong learning. To accomplish this, a systems framework that identifies the necessary components must be utilized.

School-to-Work's definition itself involves the three core elements needed in a school-to-work system, namely:

- school-based learning,
- work-based learning, and
- connecting activities between the two.

School-based learning is classroom instruction based on high academic and skills standards while work-based learning offers a wide spectrum of experiences to students from field trips to workplaces to job shadowing to structured training and mentoring at work sites. Examples of connecting activities include the integration of classroom and work site experiences, matching students with participating employers, training work site mentors, and building and maintaining bridges between the school and workplaces beyond schools.

For this mission to be successful, preservice teacher preparation programs must prepare future teachers to work within a school-to-work system. They need to understand their role in a school-to-work system and be prepared to competently serve in that role. Examples of specific areas in which unversity preservice students shoud be prepared appear below:

1. Offer experiences for students to learn a particular subject competency in the context of the workplace. Through contextual learning, students will see how a concept, piece of information, or skill is applied in the workforce. They will thus be more likely to retain the information or skills they learn as well as to apply the information and skills in the workplace.

2. Offer experiences that allow students to explore career opportunities which include discovery of post-secondary educational requirements of many careers.

3. Offer experiences that allow students to shadow individuals in the workplace who are performing positions in which they are interested.

4. Support school-to-work activities beyond their classrooms.

Drawing Meaning from Terms through Concept Maps

For university faculty to integrate school-to-work into their teacher education programs, they must explore the meaning of the terms, "work" and "school." The map appearing in Appendix A depicts "work"and its multiple dimensions. The concept, "School," is described in the map appearing in Appendix B.

Outcomes for Preservice Teacher Education Programs Related to School-to-Work

The integration of school-to-work into preservice teacher education programs is intended to result in the following outcomes. The preservice teacher education student will:

1. Explain school-to-work concepts, principles, and practices.
2. Identify knowledge and skills necessary for success in the workplace (e.g., SCANS).
3. Develop positive attitudes toward work.
4. Identify purposes for learning academic subjects (e.g., writing, reading, math, science) in the workplace.
5. Identify resources for classroom use with students when applying school-to-work concepts, principles, and practices.
6. Analyze how the concept of work manifests itself in school.
7. Design lessons that will include learning in a real world context.
8. Write learning objectives that apply school-to-work concepts and principles.
9. Apply knowledge and skills from multiple disciplines to work environments and tasks.
10. Assist parents to see connection between school, subjects, and workplace.
11. Analyze the connection between work and culture.
12. Use a variety of strategies to apply school-to-work concepts and principles.

13. Use authentic assessment strategies to assess relevant student achievement
14. Apply school-to-work concepts in such a way that it is seamless within the curriculum

Relationship of School-to-Work to Existing Philosophies of Disciplines and Professional Associations

The relationship between school-to-work philosophies and principles and the current philosophy of educational disciplines and professional associations needs to be explored. For school-to-work to be accepted by professional educators, its relationship to existing philosophy and practices should be clear and understood by those involved in the teaching profession.

Relationship of School-to-Work and State Curriculum Models

For school-to-work to be integrated into the curriculum of all subjects and at all levels of education, relevant concepts, principles, and practices must be infused into state curriculum models. Such infusion will also result in a better understanding of school-to-work by preservice teacher education students as they study the curriculum models and learn how to base future instruction on them.

Relationship of School-to-Work and New Ohio Teacher Education and Licensure Standards

In addition to relating school-to-work to state curriculum models, the relationship between school-to-work and the 1998 Ohio Teacher Education and Licensure Standards needs to be explored. Within a school-to-work system, the performance of teachers is different than when operating without such a system in place. School-to-work actually affects all of the 10 performance areas in the licensure standards. The 10 areas need to be reviewed as they are applied in a school-to-work system.

- understanding and using subject matter knowledge to create effective learning experiences for students

- understanding how students learn and develop to create opportunities for each student's academic development,

- understanding differences in how students learn and providing instruction to accommodate such diversity

- planning effective instruction based on knowledge of subject matter, of students, and of curriculum goals and models,

- using a variety of instructional strategies that encourage each student to develop critical-thinking and problem-solving skills,

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- creating a learning environment that encourages active, engaged learning, positive interaction, and self-motivation for all students,

- communicating in the classroom by using a variety of communication skills, including verbal and nonverbal techniques, technology, and media,

- using formal and informal assessment strategies to evaluate student progress,

- analyzing past experiences and pursuing professional development opportunities to improve future performance, and

- working with parents/family members, school colleagues, and community members to support student learning an development (Teacher Education and Licensure Standards, 1996)

Relationship of School-to-Work and Career Development Theory and Practice

For students to learn in a school-to-work system, teachers must understanding career development theory and how that body of knowledge can be applied in school-based and work-based learning experiences of students. This relationship needs to be explored as school-to-work is integrated into preservice teacher education programs.

Strategies for Integrating School-to-Work into Teacher Education Programs

Although every college and university will integrate school-to-work into their teacher education programs in their own ways, the following strategies might prove helpful in the process

1. Integrate school-to-work throughout a preservice teacher education program and within specified courses, clinical opportunities, and field experiences (including early experiences and student teaching).

2. Provide teacher education students with experiences in relevant workplace settings representing a variety of relevant career clusters. They should discover, through observation, hands-on experiences, and interviewing:

   a. How SCANs skills are applied in the workplace,
   b. how academic content knowledge and skills are applied in the workplace, and
   c. attitudes (e.g., work ethic) that are needed for success in the workplace.

3. Provide for teacher education students to learn school-to-work concepts, principles, and practices from an interdisciplinary approach.

4 Provide teacher education students with suggestions for motivating their future students

5 Role model school-to-work concepts, principles and practices within the teacher education program (e g , by building and using partnerships)

A Plan for Integrating School-to-Work into All Preservice Teacher Education Programs in Ohio

Integrating school-to-work concepts, principles, and practices throughout all preservice teacher education programs in all colleges and universities in Ohio is a formidable task University faculty, including those involved with the preparation of new teachers, generally have not been involved with the school-to-work initiative to date In fact, the "School-to-Work Integration Project Preservice Framework Plan" is the first project of its kind in Ohio, and, as far as is known, in the country Part of the framework, thus, needs to be a proposed plan for spreading the initiative throughout the state

Integration will not occur in preservice teacher education programs without knowledgeable, supportive faculty The professional development of faculty involved with these programs thus takes on a critical role in the process The conference that was held at Bowling Green State University in July, 1997, was the first organized professional development activity of its kind As a prototype, the conference was thoroughly evaluated and, funds permitting, will be replicated in future years

Two professors of education from all public universities represented in the State University Education Deans (SUED) organization were invited to the conference After learning about school-to-work, they were encouraged to create a plan for integrating school-to-work in teacher education programs at their home institutions Several of the universities actually had more than two faculty at the conference since they have representation on the project's faculty work team As faculty participate in future conferences, integration should increasingly occur within the 12 public universities represented on SUED

Additional colleges and universities should be invited to future conferences Shawnee State University, although a public university, does not have representation on SUED and, thus, were not invited to the initial conference Faculty from that University's teacher education unit should be invited to the next conference In addition, private college faculty should also be invited

Once a college or university begins to integrate school-to-work into their preservice teacher education programs, faculty need an opportunity to share their progress and learn from each other Funding permitting, two universities will be involved in such sharing and learning during the 1997-98 academic year

Possible Barriers for Implementation

The implementation of any new initiative, philosophy, or strategy takes time, energy, and resources. A few of the barriers that will need to be overcome for successful integration along with possible solutions include the following.

1. Lack of knowledge and support by faculty. Conferences will help educate faculty and gain their support. In addition, a discussion group over the Internet would help faculty learn more about school-to-work.

2. No room in a student's teacher education program requirements. School-to-work can be integrated into existing courses, clinical opportunities, and field experiences.

3. Lack of resources. The Workforce Development Clearinghouse Project at The Ohio State University will allow for the identification of relevant resources. Also, existing ERIC Clearinghouses already can be used for finding resources. Publishers are gradually producing products that can be used by teachers (and, thus, preservice students) for school-to-work integration.

4. Lack of recognition for faculty involvement in school-to-work. The leaders of the school-to-work initiative should approach administrators of colleges and universities and encourage them to offer recognition and rewards to faculty involved with the integration of school-to-work into their teacher education curriculum. Positive impact of school-to-work involvement on promotion, tenure, and merit decisions would provide strong incentive to faculty.

A Time-line

The speed that colleges and universities can integrate school-to-work in their preservice teacher education programs will be dependent upon the support gathered by faculty as they complete the conferences and the funds available for future conferences and integration activities. With college and university funding generally declining across the state, and college and university faculty assuming expanding roles and functions, the time available for professional development and resultant curriculum and course modifications becomes more limited. Funds provide impetus to faculty to elevate school-to-work as a priority in their professional activities.

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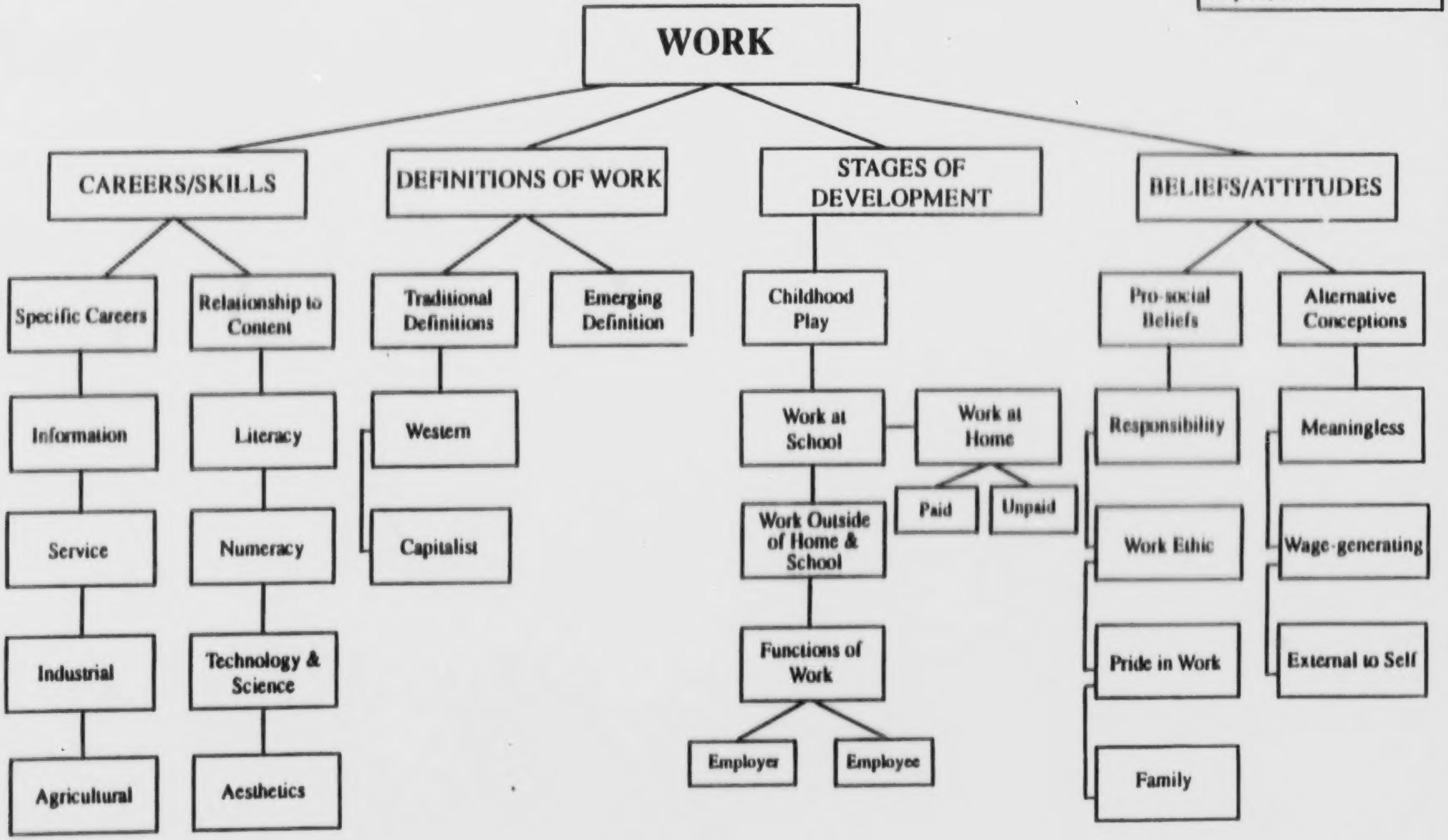
Thurow, L. (1996). *The Future of Capitalism.* New York: W. Morrow and Co.

Educate the professor, and you will educate the teachers and their students.

Appendix A

Evolving Model
School-to-Work Preservice
Framework Project
July 12, 1997


WORK
CAREERS/SKILLS
DEFINITIONS OF WORK
STAGES OF DEVELOPMENT
BELIEFS/ATTITUDES
Specific Careers
Information
Service
Industrial
Agricultural
Relationship to Content
Literacy
Numeracy
Technology & Science
Aesthetics
Traditional Definitions
Western
Capitalist
Emerging Definition
Childhood Play
Work at School
Work at Home
Paid
Unpaid
Work Outside of Home & School
Functions of Work
Employer
Employee
Pro-social Beliefs
Responsibility
Work Ethic
Pride in Work
Family
Alternative Conceptions
Meaningless
Wage-generating
External to Self

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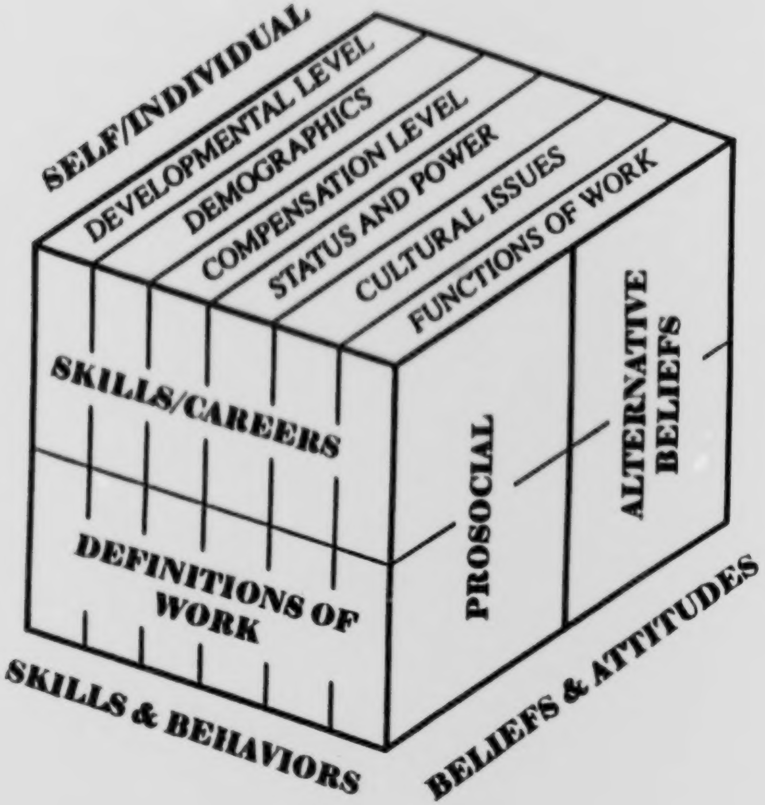
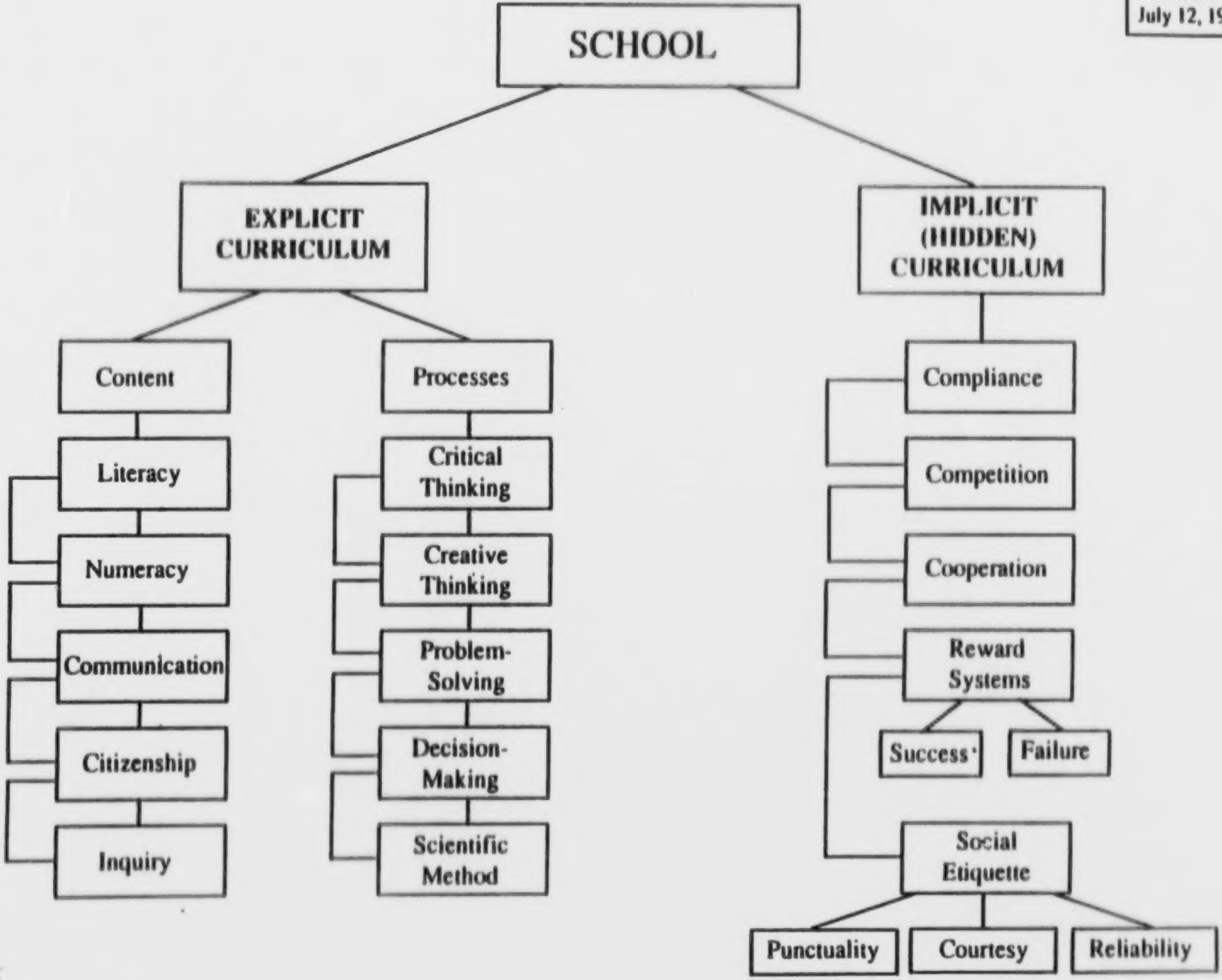
Evolving Model
School-to-Work Preservice
Framework Project
July 12, 1997

THE DIMENSIONS OF WORK


SELF/INDIVIDUAL
DEVELOPMENTAL LEVEL
DEMOGRAPHICS
COMPENSATION LEVEL
STATUS AND POWER
CULTURAL ISSUES
FUNCTIONS OF WORK
SKILLS/CAREERS
DEFINITIONS OF WORK
PROSOCIAL
ALTERNATIVE BELIEFS
SKILLS & BEHAVIORS
BELIEFS & ATTITUDES

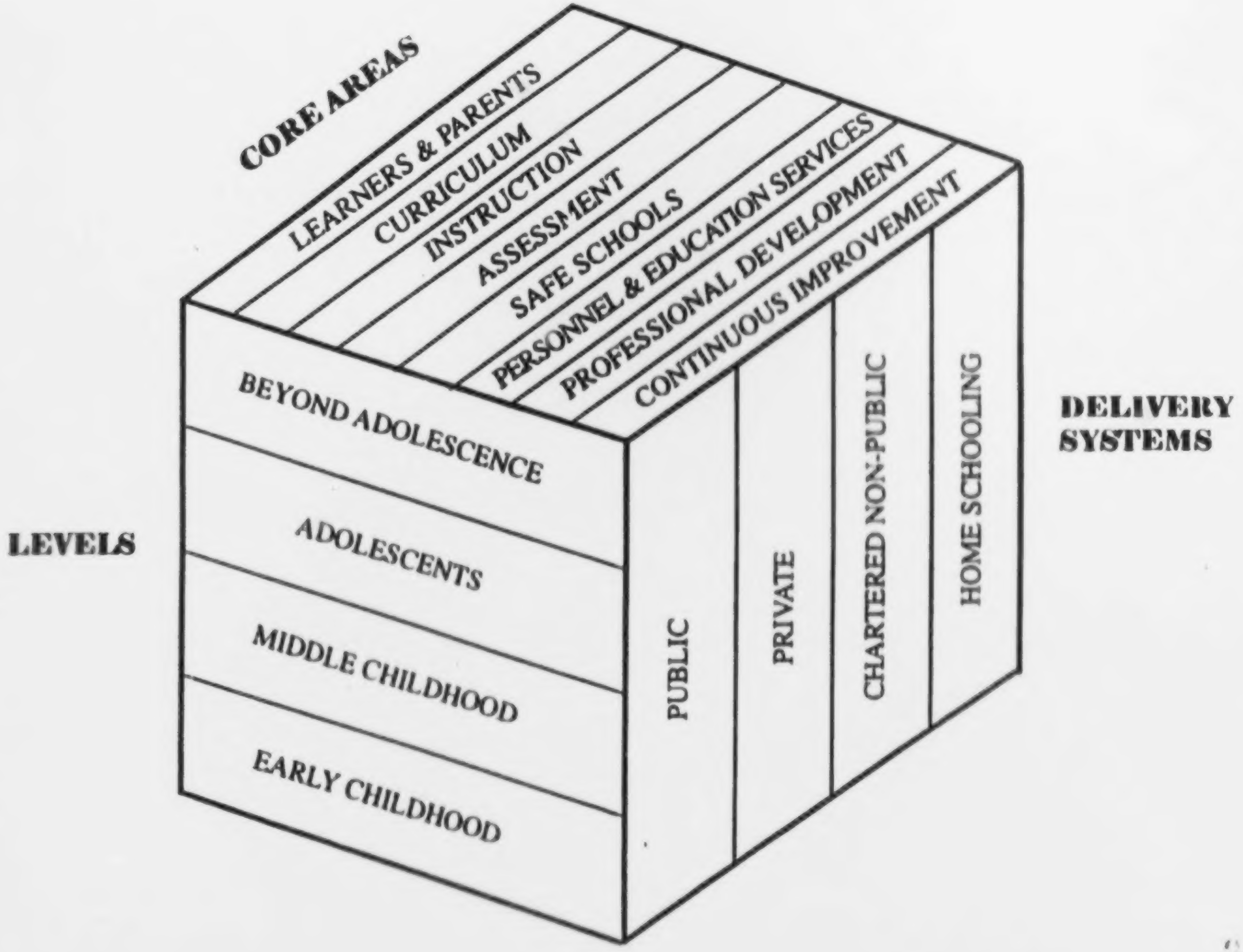
Appendix B

Evolving Model
School-to-Work Preservice
Framework Project
July 12, 1997


SCHOOL
EXPLICIT CURRICULUM
IMPLICIT (HIDDEN) CURRICULUM
Content
Literacy
Numeracy
Communication
Citizenship
Inquiry
Processes
Critical Thinking
Creative Thinking
Problem-Solving
Decision-Making
Scientific Method
Compliance
Competition
Cooperation
Reward Systems
Success
Failure
Social Etiquette
Punctuality
Courtesy
Reliability

Evolving Model
School-to-Work Preservice
Framework Project
July 12, 1997

THE DIMENSIONS OF SCHOOL


CORE AREAS
LEARNERS & PARENTS
CURRICULUM
INSTRUCTION
ASSESSMENT
SAFE SCHOOLS
PERSONNEL & EDUCATION SERVICES
PROFESSIONAL DEVELOPMENT
CONTINUOUS IMPROVEMENT
LEVELS
BEYOND ADOLESCENCE
ADOLESCENTS
MIDDLE CHILDHOOD
EARLY CHILDHOOD
DELIVERY SYSTEMS
PUBLIC
PRIVATE
CHARTERED NON-PUBLIC
HOME SCHOOLING

Integrating School-to-Work into Preservice Teacher Education:
A Conference for Professors of Education in Ohio
July 10-12, 1997

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Sentinel-Tribune
Bowling Green, Ohio
Thursday, July 10, 1997

Conference at BGSU explains school-to-work

J.D. Hoye, director of the U.S. School-to-Work Office, helped open a conference this morning dealing with integrating school-to-work into pre-service teacher education.

The conference, specifically geared for professors of education, is being held at Bowling Green State University and will conclude on Saturday.

School-to-Work, which has been legislated by Congress, seeks to ensure that all students have the skills and knowledge needed to be ready for successful employment in the 21st century, according to conference director Dr. Robert Berns, chairman of the business education department at BGSU.

About 80 people, including Ohio Sen. Linda Furney and representatives of the Ohio Board of Regents, Ohio Department of Education and other organizations, were expected to attend Ms. Hoye's address.

Her address was the first event for the three days of activities aimed at helping participating professors understand the concepts and principles of the school-to-work philosophy, then devise plans to integrate those principles in their teacher-training on their home campuses. Faculty from about 10 universities are expected to attend the conference, which has been planned by a faculty work team from BGSU, Ohio University, Kent State, Youngstown State, Wright State and Ohio State.

On Friday, the attendees will experience ''externships'' at area work sites to learn first-hand what knowledge and skills are needed in a variety of occupations.

Companies hosting the professors include Ball Metal Container Division in Findlay; Cooper Engineered Products, Marathon Special Products and Wood County Hospital, all in Bowling Green; Crescent Manufacturing of Fremont; Flight Safety in Swanton; Root Learning of Perrysburg; Rudolph-Libbe Inc. of Walbridge; SFC Graphic Arts, Teledyne Ryan, Toledo Hospital and The Anderson's Management, all in Toledo; St. Charles Hospital in Oregon; and Suburban Aviation in Ottawa Lake, Mich.

THE BLADE: TOLEDO, OHIO ■ FRIDAY, JULY 11, 1997

Service projects urged for schools

BY TONY BASSETT
BLADE STAFF WRITER

BOWLING GREEN — Getting the public to understand the importance of getting students ready for the world of work is the goal of the U.S. School-to-Work office, its director said yesterday.

Addressing more than 60 professors, administrators, and other state and regional officials at Bowling Green State University, J.D. Hoye said teachers must "make education real" by using community service and other team projects that prepare students for college, careers, and citizenship, though those concepts typically are associated with non-college-bound youth.

"There's a notion that if it works, it's vocational education," Ms. Hoye said. "When I talk to parents across this country about School-to-Work, they say, 'Yeah, yeah, I love it, but it's not for my kid because he's going to college.' For some reason, when we talk about it at the high school level, it's not for the college-bound. The fundamental to School-to-Work is to improve education, not beat on education."

Ms. Hoye was the keynote speaker of "Integrating School-to-Work Into Preservice Teacher Education," a three-day conference designed to help professors devise plans to train future teachers on School-to-Work.

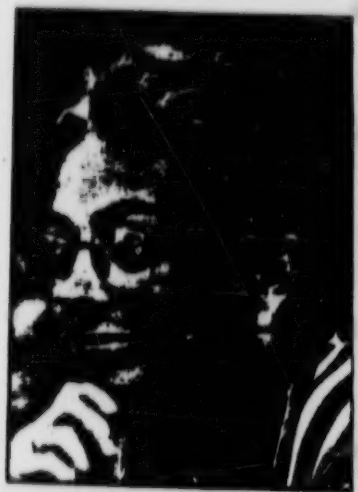
Legislated by Congress in 1994, School-to-Work seeks to ensure that all students have the skills and knowledge needed to be ready for successful employment and citizenship by providing funding for programs in education reform and worker preparation.

Faculty members from 10 Oh
universities and representativ
from the Ohio Board of Reger
and the Ohio Department of Ed
cation are attending the conf
ence, which was organized by
faculty work team from BGSU, a
Ohio State, Kent Stat
Youngstown State, Wright Stat
and Ohio universities.

The conference, which ru
through tomorrow, allows profe
sors to experience "externship
at several area work sites to lea
first-hand what kind of knowled
and skills are needed in a varie
of today's occupations.

Ms. Hoye said changes in th
economy over the past 20 year
including wage structures, tec
nology, and vanishing opportun
ties for less-skilled workers, led
the development of School-t
Work. She said teachers must co
centrate on motivating students
become productive workers wh
commit to quality work results an
ongoing education.

"It's getting more skilled ou
there. It's getting more and mor
difficult to advance without educa
tion. Education is a prerequisite t
future opportunities," she said.



BLADE PHOTO

Hoye: says intent of School-to-Work 'is to improve education, not beat on education.'

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Sentinel Tribune

Friday, July 11, 1997

Partnerships are the key for School to Work

By MARIE THOMAS
Sentinel Education Editor

College-level educators across Ohio are rolling up their sleeves and preparing to begin a program that they hope will change the way students are taught.

A school-to-work program, in existence since 1994, is being resuscitated at the state and national level. The program promotes hands-on experiences in order to promote results-oriented learning.

One of his goals, said Ohio's School-to-Work Director Robert Radway, is to make Ohio the leader in the effort. There's a lot of work to do, he admitted, ''but I know we're up to the challenge.''

College professors representing 10 universities and colleges, plus area businesspeople and members of the Ohio Board of Regents and Department of Education assembled at Bowling Green State University Thursday for a three-day conference on School to Work.

The conference goal follows the trickle-down theory: Show college professors how the program can work. They will return to their campus and teach their education students the ideologies. Once graduated and employed in the classroom, these new teachers will continue the lessons with their young pupils.

Those lessons, and the focus of School to Work, include promoting job shadowing, workplace mentoring, internships, apprenticeship training and volunteerism as ways to enhance classroom teachings.

The School-to-Work concept got started in discussions about the economy and the wage gap, said J.D. Hoye, director of the national School-to-Work office.

Citing results published in ''America's Choice: High Skills or Low Wages?'', Ms. Hoye said that prior to 1950, most jobs were non-skilled and low-paying. Employers taught their new hires the skills needed to complete the job.

Yet between 1950 and 1991, the demand for professional and technical workers grew by 331 percent. And, she added, one in four new jobs until the year 2005 will be of the professional or technical nature.

That trend requires that graduates, whether of high school or college, be adequately prepared to join the workforce in order to keep the United States competing successfully on the international playing field.

Whether the goal is entry into the workforce immediately after high school, or pursuit of a college degree before employment, all students can benefit from

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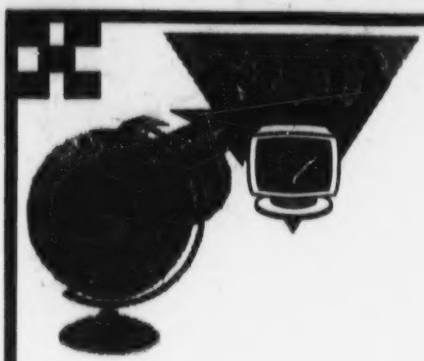

Integrating School-to-Work Into Preservice Teacher Education:

A Conference for Professors of Education in Ohio

July 10 - 12, 1997

Bowling Green State University
Bowling Green, Ohio

Integrating School-to-Work into Preservice Teacher Education: A Conference for Professors of Education in Ohio

AGENDA

Thursday, July 10, 1997

10:00-12:00	Opening Session Keynote Speaker: *J.D. Hoye, Director, U.S. School-to-Work Office* McFall Center Assembly Room
12:00-1:00	Luncheon McFall Center Gallery
1:00-5:00	Learning about School-to-Work Ice Arena Lounge
6:30-8:00	Dinner Speaker: *Robert Radway, Director, Ohio School-to-Work Office* The Atrium, Kaufman's at the Lodge, 1628 E. Wooster, Bowling Green
8:00-9:00	Preparation for Externship The Atrium, Kaufman's at the Lodge

Friday, July 11, 1997

8:00-5:00	Externship at Work Sites
6:30-9:00	Dinner and Sharing of Externship Findings The Atrium, Kaufman's at the Lodge

Saturday, July 12, 1997

8:00-8:30	Breakfast Ice Arena Lounge
8:30-9:00	Overview of Ohio School-to-Work Coalition's Integration Projects Ice Arena Lounge
9:00-9:45	Preservice Teacher Education Framework Ice Arena Lounge
9:45-10:00	Break
10:00-11:30	Action Planning Ice Arena Lounge
11:30-12:15	Reports from University groups Ice Arena Lounge
12:30-1:45	Luncheon Speaker: *Dr. Ernest Savage, Associate Dean, College of Technology, Bowling Green State University* Ice Arena Lounge
1:45-2:00	Closing Session Ice Arena Lounge

FACULTY PARTICIPANTS

James J. Bishop
The Ohio State University

Dean Cristol
Bowling Green State University

William Evans
Youngstown State University

D. Rosalind Hammond
Bowling Green State University

Patricia Hauschildt
Youngstown State University

Ronald Helms
Wright State University

Kimberly Hitchcock
Central State University

Larry Jageman
Ohio University

J. David Keller
Kent State University

Michael Mikusa
Kent State University

Earl Murry
University of Toledo

Susan J. Olson
University of Akron

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University of Akron

Dia Sekayi
Cleveland State University

Sandra Stroot
The Ohio State University

Rosemary Sutton
Cleveland State University

Richard Wantz
Wright State University

Melanie A. Warnke
University of Toledo

Jim Yanok
Ohio University

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STATE UNIVERSITY EDUCATION DEANS (SUED)
SCHOOL-TO-WORK
SYSTEMS INTEGRATION
COALITION

Lead Institutions and Principal Investigators

Preservice Teacher Education Framework
Robert G. Berns, Bowling Green State University

Leadership Institute Development and Implementation
Donna S. Courtney, Wright State University

Professional Development Analysis
Lawrence Johnson and Marie Haney, University of Cincinnati

Workforce Development Clearinghouse
Susan Imel, The Ohio State University

Coalition Management

Nancy L. Zimpher, Susan K. Sears, and Sandra G. Pritz,
The Ohio State University

A collaborative School-to-Work effort of the
State University Education Deans,
the Ohio Board of Regents,
and the Ohio Department of Education

FACULTY WORK TEAM

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The Ohio State University

Edwin A. Whitfield, Liaison
Ohio Department of Education

Lisa A. Willson, Graduate Assistant
Bowling Green State University

What you do best

What they do best

What we do best

For our children

Some thoughts on School-to-Work

by

Ernest N. Savage
Associate Dean and
Director of Graduate Studies
College of Technology
Bowling Green State University

July 12, 1997

What can we as teacher educators and members of the educational enterprise do in concert with our business and industry, and community constituency to bring about a systemic reorganization of the way we do business to meet the following goal:

> To prepare individuals who, upon completion of 12-16 years of formal education, are capable, technologically literate, globally aware, and able to pursue employment and continue their education and lifelong learning without remediation

The short answer to this question is School-to-Work; the longer answer constitutes the purpose of this paper.

Why School-to-Work?

Governor John Engler of Michigan at that state's recent School-to-Work conference observed that "if work doesn't come after school...what does? This comment was aimed at protesters outside of the conference who were proclaiming the purpose of school was education. Without going into various philosophies of education, it's safe to say that the pendulum has now swung into the pragmatic quadrant for education...and none too soon. To further quote Engler..."one hundred and sixty thousand new workers will be needed in automotive manufacturing by year 2003." Jack Smith, CEO of General Motors brings even a greater immediacy to the problem of the need for a technical workforce by his observations that "on today's manufacturing floor workers must make decisions that just a few years ago was done by various levels of supervisors.

The essence of these observations is that in both process and content, the present and future workforce must be more competent and capable than any work group in history. This is certainly the case for all career cluster areas. Imagine the changes in the Health Care arena today. Also, anyone spending any time in an airport today understands the new level of autonomy and responsibility that people representing the Business and Management clusters have. The use of new materials and computer applications have added new dimensions to the world of art while communications continues to be the fastest growing field in the world. The level of sophistication is easily exemplified in the Industrial and

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Engineering Systems cluster by using the computer as an example. Smith observes that in 1990, 19% of GM auto systems were controlled by computer while in 1995, 83% of those systems interacted with microprocessors. This example gets further out of control when data show that most second graders today know as much about computers as a college student did 15 years ago...when the pc came on the mass market. With all of this newness in technology and responsibility, with its accompanying need for increases in output, the Human Resources cluster is more multidimentonal than ever.

What do you do best?

As members of the educational enterprise we must look at School-to-Work as an opportunity to catch a wave that will carry learners into the 21st Century and meet the previous stated goal. We must not think of STW as a fad or another educational gimmick; rather we must consider this as a genuine opportunity for systemic change. This type of change doesn't support the isolationism that is a hallmark of education, particularly at the secondary level; isolated classes, isolated from real world examples, isolated from a learner's relevancy, and isolation from the community. It rather looks at education as a system that must have a common mission, standards, and outcome criteria.

These components must be operationalized into guidance and curricular components woven around process and content documentation which can be used to provide evidence of learner capability. Guidance components might include the development of individual career plans or educational development plans, career shadowing and mentoring, co-op, and apprenticeship. Curriculum components might include the integration of academic subjects, application-based coursework, technology education, and career and technical preparation at the upper secondary and post-secondary levels. Process and content documentation should have a direct link to yearly updates of the individual career plans or educational development plan and be documented in a comprehensive professional development portfolio or career passport. The portfolio/passport should document academic skills such as the ability to communicate in the language in which business is conducted; personal management skills such as setting and accomplishing goals, making decisions, and exercising self-control; and teamwork skills such as organizing, listening, sharing, flexibility and leadership.

What do they do best?

Many corporations, lacking the ability and resources are making a renewed commitment to the improvement of public education. Cetron and Gayle (1991) observe that an undereducated workforce cannot win back market share in a global economy. Because of this, two-thirds of American companies now say that education is their number-one community relations concern. Business and industry at all levels provides real experiences that contribute to the economic well being of our society. In doing so they provide opportunities for new knowledge to be processed into operational systems and to be communicated with others. They also maintain an awareness of and contribute to the need for changing skill requirements in the workplace. Most importantly, they are receptive to sharing their world with our educational community; both teachers and students.

Many enterprises are receptive to providing teachers with the opportunity to participate in one day work experiences, sometimes called externships, where industry will actually pay for the teacher's substitute for the day. Another opportunity for teachers are summer fellowships, usually six weeks or longer, that provide teachers with real "world of work" experiences...often for credit.

Vocational students have long benefitted from the expertise of the "world of work". Cooperative experiences often provide the "theory into practice" relevancy that is so important to learners. Shadowing, mentoring and apprenticeships are also gaining favor.

What do we do best?

Collectively, the educational/industrial enterprise must" raise the bar" to ensure success for our children. The Office of Technology Assessment in the book *Learning to Work* (1995) provides a list of connection activities that will lead to success in this endeavor. With liberal interpretation, they include:

- Reaching out to each other
- Integrating theory and application subject matter
- Creating a good fit between student needs and employer opportunities

- Everyone (schools, employers, students, parents) must talk and work together
- Providing high quality placement during and post academic experience
- Monitoring progress during and after the experience
- Linking student development activities with companies' strategies for upgrading the internal workforce

Dale Parnell in his book *Why do I have to learn this?* (1995) talks about the need to provide contextual learning for students; enabling them to find meaningfulness to their education by making the connection between knowing and doing. He also talks about the need to turn education "right - side - up"; making teaching and curriculum the variables and our learner's achievements the constant. His five basic principles for doing this have significant application to school - to - work:

1. *Purpose directs the organization*
   What should be the purpose of education? A 21st Century spin on our old philosophies of education may show us that our ideas are good but our context is outdated.

2. *Real-life problems take precedence over subject matter isolation*
   Directly and specifically relate school study to real-life problems and real life learning situations using applied learning, problem solving, cooperative learning, and concrete learning.

3. *Students gain understanding through problem solving*
   Introduce students to a problem before the knowledge-acquisition process begins so that they can "hang" the knowledge onto something.

4. *Academic and workforce concerns must be integrated into an applied learning process*
   Build on learner experiences and potential uses; make connections; focus on the big picture; and use new knowledge while reinforcing academic knowledge. This requires cooperative learning, teacher interdisciplinary teams, restructuring of the academic schedule and....leadership.

5. *Competence is the constant; time is the variable*
Everyone learns at different rates. We must stop putting our content into a timed box.

For our children

A graduate student who was working on a project observed the difference between a real project and class assignments. "In class we get credit for doing things half right; and that's the easy part. That last ten or twenty percent is the killer." Students at all levels of education have been learning to be "halfway persons"; never having to quite finish the job. In preparation for the world of work this is not satisfactory. They must learn to get the job done to a quality standard. We have the opportunity with our School-to-Work initiatives to create this standard. It will take dialogue and commitment...and a major shift in the way that schools do business. To quote Ohio's Lieutenant Governor Nancy P. Hollister

> "School-to-Work is exposing students to an education rich in high-level academics and work related learning experience. If we do it right, School-to-Work can shift focus from teaching to learning - to a lifetime of learning that can give all children focus in their lives."

We have no choice but to do this right. It's for our children.

References

Cetron, M. & Gayle, M. (1991). *Educational renaissance: Our schools at the turn of the century.* New York, NY: St. Martin's Press.

Office of Technology Assessment, Congress of the United States. (1995). *Learning to work: Making the transistion from school to work.* Washington, DC: U.S. Government Printing Office.

Ohio School-to -Work (1997) *What difference can School-to-Work make in your classroom...and how can it improve your students' education?* Columbus, OH.

Parnell, D. (1995). *Why do I have to learn this?* Waco, TX: CORD Communications, Inc.

Smith, J. Jr. (1997). *Bridging the gap from school to work.* Presented to the 1997 Governor's School-to-Work Conference. Lansing, MI.

HOW THE CONSORTIUM WORKS

The membership is voluntary with individual faculty from all areas of study coming together to take an interest in the public school education of the children of the State. The goals of the membership include, but are not limited to:

- improving the quality of education,
- making our schools the best in the nation,
- assuring that students entering higher education are prepared, and
- looking at the role schools play in the State's economic development.

Schools for the Future
Optimistic Avenue
City of Hope, State of Bliss

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CONSORTIUM ON SCHOOLS FOR THE FUTURE

AN ORGANIZATION CONSISTING OF
UNIVERSITY PROFESSORS CONCERNED
W[illegible] THE EDUCATION OF THE CHILDREN
OF THE STATE

Schools for the Future: The University Professor's Role

The statewide Consortium on Schools for the Future is a group of university professors who are interested improving the schools of the State. The group has been active over the years to utilize personal and professional knowledge for the improvement of the schools of the state. The consortium represents diverse views and opinions but has the common goal of "the best schools for the children of the state." The consortium serves as a clearinghouse on new ideas and at times is influential in public policy related to schools.

The work of the consortium is carried out through subcommittees with targeted interests. Individuals who are members of the Consortium select one or more subcommittees upon which to serve. The elected executive committee of the consortium receives proposals and projects from diverse groups within the state. If they feel there is merit in a project, the executive committee assigns the parts of the project or proposal to the appropriate subcommittees for further action. Usually the work of the subcommittees is carried out according to the needs of each project.

Consortium Subcommittees currently functioning:

Professional Development for New Initiatives in Education

Curricula for Schools of the Future

Partnerships for Public Schools in the state

Academic Goals for the Future

School as the State's

History of the Consortium:

The consortium was founded in 1959 when a small group of professors met to deal with the emphasis being placed on math and science for all children. This was the result of the former Soviet Union's advancements in the space program. Their concern was with children having a high quality education so they could advance in the field of their choice. They invited colleagues form other institutions and all fields of study with an interest in the state's public schools. Membership has varied in size and make-up over the years. The 1997 membership is one of the largest and most diverse in the history of the consortium. Yet over the years the focus and quality of the work of the consortium has been unyielding.

Current membership is 2000 including faculty representing all areas of higher education. The faculty come from all state-assisted Universities offering four-year degrees.

Motto:

Children are our most valuable resource.

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J. D. Hoye Director, U. S. School-to-Work Office

Will speak on

SCHOOL-TO-WORK: *THE PREPARATION OF TEACHERS*

McFall Center Assembly Room
Bowling Green State University

The open date on your calendar
At the time you are available

RSVP

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School-to-Work and the Preparation of Preservice Teachers

Guiding Concepts to be explored by the
Professional Development for New Initiatives in Education subcommittee

To put your task into perspective, the areas to be studied include:

1. The relationship of School-to-Work and teaching and learning
2. The assessment of learner outcomes for School-to-Work
3. The relationship of School-to-Work to student standards and outcomes
4. Cross sector collaboration and partnerships
5. School-based learning and work-based learning
6. Integrated career information and development in School-to-Work
7. Utilizing knowledge of student and business needs in School-to-Work decisions

❖ Resource Workshops ❖

FIRST SESSION

1. **Overview of School-to-Work** (the tenants of School-to-Work as it is currently being implemented in the United States)
2. **Career Development Theory** (applying career development theory through developmentally-appropriate learning experiences)
3. **Contextual Learning** (an academic teacher's experiences and perspectives)

4.* **Perspectives From Business** (businesspersons' views on meeting students and businesses)

5.* **Linking Schools and Business in Education for Secondary Students** (experiences and perspectives of a teacher involved with work-based learning for all students)

SECOND SESSION

1. **Bridging Secondary and Post-secondary Education** (attributes of successful teachers in award-winning programs)
2. **Linking Schools and Business in Education for Early and Middle Childhood** (experiences and perspectives of a teacher involved in the "BP Scientists in the Classroom" program)

3.* **Linking Schools and Business in Education for Secondary Students** (experiences and perspectives of a teacher involved with work-based learning for all students)

4.* **Perspectives from Business** (businesspersons' views on meeting students and businesses)

5. **Individual Career Plans and Career Passports for Ohio's Students** (initiatives related to career planning)

***Session will be repeated**

Consortium on Schools for the Future

Professional Development for New Initiatives in Education
Subcommittee

Ice Arena Lounge
July 10, 1997

Business for the Day

Proposal to Implement a School-to-Work Initiative

OBJECTIVE: To implement a School-to-work initiative that was submitted by a group of individuals representing local school systems, social service agencies, businesses (both Fortune 500 companies and small business entrepreneurs), and parents. This collaborative effort of stakeholders is proposing the implementation of a school-to-work system that would require changes in schools throughout the state.

Responsibility of Subcommittee

How teachers of the future will need to look different to be prepared for the School-to-Work initiative.

1. Clarification of current knowledge on School-to-Work
    - ➢ Work group prepares questions for J.D. Hoye
2. Work group activity **Analyze the relationship of "teaching and learning" and School-to-Work** (activity varied by group)
    - ➢ Work group members attend resource workshops
3. Report of analysis
    - ➢ Work group analyzes information
    - ➢ Work group submits completed work sheets

Simulation
(Topic varied by
group)

Work Group Notes

Analyze the relationship of “teaching and learning” and School-to-Work

Main Point

Details

Main Point

Details

Main Point

Details

Work Group Executive Summary to Question:

Analyze the relationship of "teaching and learning" and School-to-Work (topic varies by group)

Main recommendation:

Information related to the recommendation:

Rationale behind recommendation:

Robert G. Berns, PI
Bowling Green State University
419-372-2904/rberns@cba.bgsu.edu

Externship Sites in Northwest Ohio
Integrating School-to-Work into Preservice Teacher Education
July 11, 1997

First Name	Last Name	Company	Address	City	State	Zip
Jed	Osborn	Ball Metal Container	12340 Township Rd. 99 East	Findlay	OH	45839
Ed	Vogel	Cooper Engineered	1175 N. Main St.	Bowling Green	OH	43402
Charles	Bayer	Crescent Manufacturing	1310 Majestic Drive	Fremont	OH	43420
Jack	Ellis	Flight Safety	11600 W. Airport Service Rd.	Swanton	OH	43558
Gilda	Covucci	Marathon Special	13300 Van Camp Rd.	Bowling Green	OH	43402
Lisa	Larkin	Root Learning	810 W. South Boundary	Perrysburg	OH	43552
Don	Sutphin	Rudolph-Libbe, Inc.	6494 Latcha Road	Walbridge	OH	43465
Paul	Clark	SFC Graphic Arts	Box 877, 110 East Woodruff	Toledo	OH	43624
Lynn	Roudebush	St. Charles Hospital	2600 Navarre Ave.	Oregon	OH	43616
Nancy	Yoder	Suburban Aviation	4383 Section Road	Ottawa Lake	MI	49267
Kathy	Stover	Teledyne Ryan	1330 Laskey Road; P.O. Box 6971	Toledo	OH	43612
Bob	Bethel	The Anderson's	P.O. Box 119	Maumee	OH	43437
Ann	Clarkson	TL Industries	2541 Tracy Road	Toledo	OH	43619
Judy	McFarland	Toledo Hospital	2142 N. Cove Blvd.	Toledo	OH	43606
Deb	Chatfield	Wood County Hospital	950 W. Wooster	Bowling Green	OH	43402

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EXTERNSHIP REFLECTIONS

1. **WHAT DID YOU DISCOVER DURING THE WORK SITE VISIT TODAY THAT SURPRISED YOU?**

a. The amount of repetitive work that people do for many years. The lack of minorities and women at the management level. The lack of minorities on the floor.

b. The diversity and complexity of machines. The necessity to keep up with innovation in electronics.

c. That the plant controller had such extensive experience and knowledge about k-12 education.

d. The low pay for hard work.

e. Most surprising was the openness and responsiveness of all 20+ people interviewed.

f. That all color printing is done with three colors of ink-- yellow, magenta, and blue, plus black. That the company tends to shun 4.0 GPA applicants unless they show a real "pulse" is terms of ability and enthusiasm for working together.

g. Problem solving is the center of work. New employees lack the ability to take constructive criticism. It is not the academic or technological skills that are missing but personal skills as a team member. Work is most often project orientated and many people do pieces which must come together.

h. The age of the employees.

I. Nothing.

j. "Relaxed" work environment- no one hurrying, even though we were told they were working frantically to meet deadlines on several projects. "Comfortable focus" would describe it.

k. The number of jobs that are available in a hospital setting is much larger and are of a greater variety than I realized. They hire people directly out of high school, as well as people with B.S., BA, and beyond. It is a great setting for to students to explore job possibilities.

l. The variety of positions needed to run a hospital.

m. The skills that were valued were more in line with what might be considered personal characteristics- enthusiasm, motivation, openness to new experiences, etc., and presentation of self in regard to these intangibles.

n. Amount of manual activities required at company's processing plant. Number of years some employees choose to remain at essentially the same task. Relative young managerial staff. Near absent of African-American employees-- only two seen.

o. Number of employees who first worked as an intern and/or part time employee with company. Degree employees are trained in a variety of skills.

p. 80% of faculty workers were female

q. That they knew about Terra C.C. and used their training sources.

r. That unless I attend to the position of the sun, it is easy to lose geographic orientation.

s. Amount of outpatient services at the hospital.
t. The low number of people actually working on the floor. The organization and efficiency of the staff meeting we attended.
u. The extent to which computers effect most jobs in the hospital and technology. (I wasn't surprised, but it reinforced the importance of communication and interpersonal and problem solving skills to success on the job.) Importance of being a team player.
v. Females in heavy equipment and unmanaged positions. Also, that to the fullest extent, all workers were relatively pleased with their employment setting.
w. How extensive the equipment is that is required for aeronautical research and development.
x. The mission statement of the Andersons laid out principals that guide the company in its dealings with customers and company personnel and in its relationship with the surrounding communities. What was surprising-and encouraging-was that profit was not the only concern. In fact, the mission statement presents the company mission as using "...our time, talent, and energy in pursuit of the fundamental goal of serving God by serving others." The management team's comments reflect the same beliefs and included discussion of the servant leader.
y. Volume of work done by a construction service and the large support staff required in the corporate office.

2. **WHAT ELSE DID YOU LEARN DURING YOUR WORK SITE VISIT?**
a. That these are a lot of people who are capable and knowledgeable, that come straight out of school to the workforce.
b. Management is dominated by white males. Most people felt they knew enough to reform education.
c. The starting wages, shift roles, background training of trainers, human resource, etc, people.
d. Very interesting info about electronics and the complexity of running a small manufacturing company.
e. I learned that success and failure in the workplace is influenced more by work personality traits (i.e., employability skills, general work habit) than by educational background or teaching skills.
f. This company encourages and values coop students, a form of school to work.
g. It was surprising that firing did not happen often in the large hospital institution. They thought it was because their hiring process was so good. Another possibility is that they live with some substandard workers. They are people oriented and try to bring substandard people along.
h. n/a
I. Problems noted by employers- specific needs/skills in future employees.
j. Macintosh computers are dominant in this field.
k. n/a
l. The skills used from high school.
m. The company's president (a former superintendent) is/has developed a model and

process for understanding and making change in the education system. (Root Learning)

n. Most of the supervisors were able to find adequately prepared employees. However, a few had difficulty with basic elementary or middle school math. Company wanted employees who know what the world of work means. High value of communications, teamwork, writing.

o. Strong opinions' corporate leaders have about education and complexity of tasks in the business world. Children from a deficit (skills) background remains.

p. Reinforced need for basic skills, basic application of math, writing clear sentences, getting to work on time, and being reliable.

q. That the SCAN skills were what was needed, that they could turn the trade/tech skills. That home economics (life skills) needs to be taught.

r. Many corporate management skills/ attitudes are- to that of unions.

s. Various training opportunities/requirements for employees.

t. Much about the actual factory and product, and how their training is done.

u. The importance of having self confidence, loving to learn, and continuously gaining new skills if you want to succeed on a job.

v. n/a

w. n/a

x. n/a

y. n/a

3. **WHAT DID YOU SEE THAT WOULD BE USEFUL INFORMATION FOR YOUR UNIVERSITY STUDENTS?**

a. Get lots of education so you don't have to work at a repetitive job that appears to have no goal or end in sight.

b. The emphasis on the affective domain. Attitude is more important than technical knowledge.

c. Knowledge of skill requirements for floor workers.

d. Just a general appreciation of what kind of jobs a student who is academically unprepared might get.

e. The importance of teaching preservice educators to incorporate the teaching of oral communication skills including both speaking and listening as well cooperative learning, and other group and teamwork activities.

f. That problem solving, trouble shooting, and creating ideas for increased productivity are essential skills in the work environment of a small company.

g. All preservice teachers need to visit a worksite with the intention of interviewing multiple levels of people while they are there--similar to what we did. It gives a framework for relevance. I will change my own teaching as a result of this experience.

h. n/a

I. Emphasis was on working together to solve complex problems. Communicating accurately. Answers to "Why do we need to learn (this stuff)."

j. Integrate "subjects" and group efforts to accomplish projects.

k. n/a

l. The need to work in teams.
m. The company president's view of the need for school reform; the strategic planning process, i.e., utilizing group process for solution development.
n. The importance of problem solving at most levels.
o. Importance of SCAN competencies.
p. Need for the activities to be applicable and transferable to real life.
q. How industry works. What skills are needed and used. How to work as a team (i.e.; president, accounting clerk, etc.)
r. An externship may be a practical experience for teacher education.
s. Need for computer skills, collaboration skills, and basic worker attitudes.
t. The work requirements, and how various academic subjects (math in particular) are used.
u. The importance of instilling in students skills in communicating, decision making, problem solving, and working with others. Instill positive self concepts and self esteem and the individual can succeed. There are a variety ...... and jobs within a setting and within a profession so a person can be happy in a variety of jobs within a career area.
v. n/a
w. n/a
x. n/a
y. n/a

4. **WHAT DID YOU SEE THAT RELATES TO PRESERVICE TEACHER EDUCATION?**
a. That what we are doing as teacher educators is providing the workforce with qualified and knowledgeable people.
b. Job shadowing is a powerful experience.
c. Attention to detail that is required in many jobs.
d. The creative and critical thinking is important for all jobs and should be continued.
e. Teaching preservice educators to provide constructive criticism to their students and to instruct them to respond to such criticism in an appropriate manor.
f. An emphasis working with systems that presevice teachers could be teaching their students to better prepare them for both learning and earning.
g. There is a need to communicate to preservice teachers that concrete examples are the least that is needed--that is examples of what they are taught can be and is used in the real world. Actually I'd like to see school be a mini real world. Children need to try real things-fail-and retool and try again. They need to receive failure as part of trial and error not a character label.
h. n/a
I. n/a
j. n/a
k. n/a
l. Skills that teachers need to teach their students, life skills, responsibility, problem solving.

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m. n/a
n. Reinforced my convictions that group activities should be stressed, and more technology should be incorporated in labs.
o. Importance of dialogue between business leaders and future leaders.
p. Need for curriculum to be authentic.
q. Applications that could be used in teaching concepts to students. Teach Team Building-teach how to use team building in class.
r. Team work skills, inservice experiences, communications.
s. Opportunities to go to the hospital and have hospital personnel go to schools.
t. A need to teach our students the value of teamwork and especially the ability to work and communicate with others.
u. Broaden teacher training so students become aware of what they teach and how they teach makes a difference in the career development of their students (applied learning, problem solving, etc. are important in the curriculum). I'd like to see more team building; train teachers and counselors to work together in preparing students for careers (e.g.; giving self-knowledge, behavior, and skills to meet the demands of work).
v. n/a
w. n/a
x. n/a
y. n/a

5. **WHAT DID YOU SEE THAT WOULD LEAD YOU TO BELIEVE THAT SCHOOLS AND/OR EDUCATIONAL PROGRAMS SHOULD BE DIFFERENT IN THE FUTURE?**

a. n/a
b. Dialog should occur between business and education. Neither should accept the other's concept of product but learn how to support one another.
c. n/a
d. Possibly expose students to job sites for the purpose of seeing the reality of hard work and low pay.
e. There is a need for more innovative ways of offering work based instruction.
f. Not one of the very effective workers we spoke with today felt that "schooling" related to their jobs.
g. There are few people that we talked to who had a straight career path. Those that did were very young and glad to have a job. They did not have the love and passion for their work that we saw in those whose career paths took many turns, often 180*.
h. How people were learning at the workplace. One individual was outstanding!
I. I found that current constructional based curriculum/reproaches to teaching are consistent with current; future needs of employers.
j. Traditional approaches to fragmented, school-specific learning has to go! It only prepares students for more schooling that is traditional.
k. The workfoce and job descriptions are changing rapidly, and people entering a position

must be prepared to change as the needs of the profession changes. Everyone I spoke with emphasized the need for positive work ethics and ability to collaborate.

l. Different types on jobs needed to be filled requiring unique training.
m. That the traditional model of education service delivery does not fit into the emerging paradigms of the business world.
n. Confirmation that for some employees, their work setting will change rapidly.
o. Awareness of the perceptual gap between how business views education and how educators see it.
p. Not so much different as we need consistency in quality. I see several exemplary programs that do these things well. However, they are the exception.
q. Transfer skills, life skills, and applied skills are needed.
r. There should be cooperation.
s. Employee's discussions of students who enter practice situations there without knowledge about the daily work activities required of the worker.
t. More emphasis on "mind" skills as opposed to "physical"/f.e. critical thinking, problem solving, decision making.
u. Schools and industry , businesses, community organizations need to work together to build the skills and knowledge base necessary to succeed today (e.g.; computer skills, math (algebra in particular at the hospital) science, communication (oral and written), common sense, responsibility led to success . We need to raise standards if students are to succeed-- to teach them to be life long leaders.
v. A need for reform in the cause of study at the primary/secondary/college levels about the industrial changes from the early paints in history from 1948 to the present.
w. The massive workforce reductions in the turbine engine engineering industry.
x. - the changing nature of the workplace
   - the changing technology-and its continuing pace of change
y. The vast amount of diverse occupations within one industry/business.

6. **BASED ON THAT INFORMATION, HOW SHOULD SCHOOLS AND/OR EDUCATIONAL PROGRAMS BE DIFFERENT?**

a. n/a
b. Same as above.
c. n/a
d. More job site field trips.
e. Schools need to form more partnerships with business and industry.
f. Project based applications orientation.
g. We need to educate k-12 people to be problem solvers in group projects, maybe even increasing competition with time lines and budget parameters. The emphasis should be on the problem solving process and participation in the group dynamics. We need to give constructive critisism or feedback on their behavior. The children would be better able to start anywhere, and take charge of their career as they discover a nitch for themselves.

h. Emphasize the use of information.
I. Should involve students working for less problems- but much more complex- perhaps problems from area businesses.
j. Break up discipline area learning- get discipline areas integrated into projects and thematic learning that continually connects to life beyond school- work, relationships with people, purposes that promote curiosity to learn and think.
k. Students must learn how to learn and value the concept of life-long learning. Students must learn to work together as a team to accomplish goals. More experiences for students to explore career options.
l. Teach using cooperative learning and life skills.
m. Involvement of all stakeholders in the strategic planning process of developing localized, negotiated and co-constructed plans for school reform.
n. More group work. More hands-on activities. More technology and labs. More writing in math, science, and technology classes.
o. Dialogue between business and education, work site based learning, focus on SCAN competencies, and require teachers to work in no educational setting.
p. Schools should be authentic. Most have become to artificial. Make classes into real life. More time needs spent in the classroom defining problems and developing procedures and less on following procedure and drawing conclusions.
q. All learning should have meaning for the youngster and the adult.
r. Perhaps an apprentiship program might be good. Teamwork. Projects.
s. Earlier opportunities to view the work tasks of individuals in various occupations.
t. More emphasis on the skills (mind) listed above, we need to work on "applied" academics--why the skills we learn are important and how they will be used.
u. Colleges of Ed.--need to make teachers .... and ....and administrators aware of the facts related to preparing students for work. Eg. Expose teachers, counselors, and administrators to the world of work so they can see how what they do is related to preparing students (..). Utilize more interdisciplinary teaching in our college of education.
v. Text books, articles in servicing, and more should be aimed to better tell the true picture of our societal past, present, and prospective future.
w. Learners and adult workers must be prepared for redirection and retraining for changes.
x. More involvement with business and industry in both directions. More focus on teamwork and problem solving.
y. We've got to get students into the workplace so they can see firsthand the vast amount of job opportunities they have.

7. **WHAT DID YOU SEE THAT WOULD LEAD YOU TO BELIEVE THAT PRESERVICE TEACHER EDUCATION SHOULD BE DIFFERENT IN THE FUTURE?**

a. n/a
b. Nothing until goals are clearer.

c. n/a
d. Nothing.
e. Preservice teachers require additional training if they are to facilitate the transition of their students from school to work.
f. Rich resources for making education relevant that are not typically accessed.
g. The world is changing, what people will be able to do that apportions to the world so they can make a living wage is changing. We can not teach specifics. The job will do this. What we need to do is teach them to learn; learn to problem solve and in a team effort.
h. Students who are becoming teachers need to appreciate the work others do and help students improve skills to gain the knowledge they use.
I. n/a
j. Preservice education needs to build in experiences in work places along with school-site experiences.
k. See #5
l. Children are different than from previous years.
m. Preservice teachers and faculty need to examine via experience the nature of the business world first hand.
n. Basically what is being urged by NCTM, NSES, science for all Americans, etc. is in with company's needs.
o. All of the above. Awareness of the work force projections.
p. Perhaps what is really needed is to support our graduates when they enter the schools so that they feel supported they practice .... and are not discouraged by colleagues.
q. Teachers tend to stereotype whether or not on purpose.
r. Less didactic, more projects, more teamwork.
s. The need to have teachers in training observe teachers as soon as possible. The need to have preservice teaching students devise methods for including career oriented/career exploration activities.
t. Use of technology, teachers must be personally up to speed in order to effectively prepare their students.
u. I myself knew little about the skills needed by the workers-- I benefitted by my exposure-- so I know our students will benefit by changing our teacher preparation program.
v. teachers are unaware and never receive a methods course for the changing needs of society and the workforce.
w. Teachers are not knowledgeable of many industrial/business technical processes. Business and industry have limited ideas on how they can support education of our youth.
x. Need for linking school learning to work applications.
y. Industry in this area appear to think of internships as college level situations, probably because B.G.U. has been very aggressive in this area with tech majors. This needs to occur with potential teachers as well. A required internship at a business or industry.

8. **BASED ON THAT INFORMATION, HOW SHOULD PRESERVICE TEACHER EDUCATION BE DIFFERENT?**
   a. n/a
   b. n/a
   c. n/a
   d. n/a
   e. A greater focus on methods of teaching applied academics and employability skills in the k-12 classroom setting is needed.
   f. Mirror the project-based applications orientation that schools need.
   g. Our students need to plan lessons that reflect the pedagogy and content knowledge they are learning for a specific developmental level and to do this in a "real" context.
   h. An internship or at least visits to industry. Show them how to teach the application process.
   I. n/a
   j. More field site experiences prior to pedagogy- focused courses to raise awareness of the need to change their non thinking about what teaching involves for their students beyond their classroom- to see the larger picture.
   k. More experiences for PST to apply knowledge in the work place (school) setting.
   l. Teach cooperative learning problem solving.
   m. Underscoring the need for me as an instructor to be even more context- sensitive to the needs of the workplace as I continue to develop my teaching.
   n. More real life experiences should be in lesson plan, much more emphasis on teaching students to solve real life problems- as opposed to "problem sets".
   o. Same as 6.
   p. To be honest, what today did was reinforce that the activities we do in our methods classes need to be encouraged and expanded.
   q. Teachers should be trained in cover education, so they can help their learners make real choices.
   r. Externships, quality assurance, cooperation, teamwork.
   s. Unsure. This is not my area of education.
   t. Teachers need to emphasize "why" things they are teaching are relevant to their students' lives, if they aren't relevant to anything-- then,--should they be taught?
   u. Teach more ways to use contextual teaching strategies. Teach (or help students develop) decision making, problem solving, interpersonal skills, cooperation, etc. Foster learning how to learn.
   v. Request if possible and require if necessary "unions" cooperation to train teachers in the work place without additional compensation. Preservice teachers should be required to have a care course relating to societal changes about the school to work venture.
   w. Diversity training for cultural experiences should include the diversity in work cultures for teachers.
   x. Faculty, business, and public school personnel need to talk to each other.
   y. Adopt practices to require preservice teachers to verify work experiences outside if education and to synthesize their experience and its relationship to students.

9. **WHAT WERE THE POSITIVE POINTS OF YOUR EXTERNSHIP?**

a. Seeing how a very large corporation operates a factory, discussing with the supervisors about their beliefs about their work, education, and life in general. How each person perceived their workplace differently.
b. I learned much about one industry. Everyone was friendly. I am glad I am in education and not industry.
c. I gained first hand experience of how a manufacturing plant works.
d. The product was very interesting. The process of creating the product was also very interesting. I have a first hand experience of what this employer thinks about schools.
e. The cordial and hospitable reception that was provided by the host companies and their staff.
f. Many!
g. Everything! We interviewed about 15 people at the hospital- all in different roles in the P.R. division. Then we talked to the whole staff in their advertising agency. We interviewed all levels- owners/executives, and beginning workers.
h. Seeing how the workplace has changed. Confirming my beliefs about teaching are necessary for the future!
I. Come away with better idea of current problems business faces; that (at least at our site) they are interested in cooperating to solve some of the problems plaguing both business and education.
j. Awareness of graphics process. See what I hear about collaboration and groups actually happening at a business site.
k. The enthusiasm and commitment of the people were very impressive. The entire experience was positive.
l. I received firsthand knowledge of what students should learn during externships.
n. Very knowledgeable, professional staff, who spoke candidly. Eagerness to connect with schools through coop programs. Better understanding obtained of modern manufacturing plant.
o. Reinforcement of, awareness of work site environment, work ethics, and importance of and the need of SCAN competencies.
p. Excellent discussion about nature of the work ethic and that schools (and society) do not value a strong work ethic! I think we have a better understanding of the concerns and problems of education.
q. It validated that there are .... doing what should be done with............education and development.
r. An extension of general conference theme. Cooperation. Inservice.
s. Opportunity to see a setting in which my students are likely to do their internship or be employed. Opportunity to discuss with the personnel how, school counselors could contribute to students' career exploration.
t. Greater understanding of the world of work. Greater appreciation for business and

industry.

u. n/a
v. Rapport from the employees of the employer and their youthful vision.
w. The managers were very receptive to sharing their ideas and time regarding business-school cooperative efforts in better educating our youth.
x. Seeing how pleased the people were in their work-and they showed in their behavior and their words, they enjoyed their work.
y. Supervisors and lower echelon personnel were receptive to STW philosophy.

10. WHAT DO YOU WISH HAD HAPPENED DIFFERENTLY?

a. I felt the people we spoke to knew why we were there.
b. I wish individuals had accorded the profession of education the respect we accorded their business.
c. Nothing relating to the externship.
d. An opportunity to speak with the "operators" (employees who work on the line or floor)
e. A clearer description of our roles might have been given to the host companies.
f. Nothing--it was delightful--and inspiring to see such dedication and cooperative endeavor.
g. Nothing! I'm tired though.
h. That I had time to reflect before asking questions.
I. Nothing.
j. n/a
k. n/a
l. Time to visit another site.
m. n/a
n. The tour of the plant at the start would have worked slightly better. Company could have been given a better picture of what we were doing.
o. More time to more closely shadow various work roles. Additional opportunity to see more aspects of the company.
p. n/a
q. Shorten day for us!
r. n/a
s. Nothing in particular.
t. Nothing, I was very impressed, would like to do it again.
u. n/a
v. Printed handouts about the labor market, present and future. Perfections to have skilled and unskilled workers available.
w. Choice of industry/business which had public school-business coop agreements would have been great. They did have university coop experience which was a bonus.
x. n/a
y. Probably the opportunity to meet with CEO of organization to see how they perceive

Sleepy River Hollow: The Dawning of a New Day

Opening reader:

As a faculty work team, we'd like to present, for your enjoyment, "Sleepy River Hollow: the Dawning of a New Day," starring:

______________________________ as Department Chair Dorky Hogwash

______________________________ as Prima Donna

______________________________ as Negative Nelly (2)

______________________________ as Sweet Sam (3)

______________________________ as Faculty Fam (4)

______________________________ as Learning Lenny (5)

______________________________ as Counseling Callie (6)

______________________________ as Positive Pete (7)

The Scene:

The scene is the Curriculum and Instruction Dept. at Sleepy River State University in Sleepy, Ohio. A new assistant professor who has visions of moving Sleepy River into the next century whether it wants to or not, has arrived for the first time at the department's annual faculty retreat at Sleepy River Hollow State Park. The meeting began about a half hour ago and the faculty are brainstorming ideas for improving their teacher preparation programs. Prima Donna has arrived late.

Dept. Chair:

Hi Prima, did you have difficulty finding the park?

Prima Donna:

Oh no, I was just putting finishing touches on my manuscript for the AERA Journal. You know, that journal is ranked as the highest journal in all of education. I'm just sure they'll want to publish my article. Its based on my dissertation, you know. That's why I haven't been around lately.

Dept. Chair:

Oh, why that's just terrific! You're off to a good start (with eyes rolling).

Prima:

Yes, the article is on School-to-Work.

Faculty 4:

Oh, Prima, if you want to get involved with vocational education, you need to go over to the Family and Consumer Sciences Dept. or maybe Agricultural Education department across campus. That would be good interdisciplinary activity.

Dept. Chair:

But be sure it falls into your research plan that is due next month

Prima:

Oh no, Dorky, School-to-Work is not the same thing as vocational education

Dept. Chair:

Its not?

Prima:

No, School-to-Work is involved with all education.

Faculty 2:

Oh yea, right--who told you that? The state Department of Education?

Prima:

No, actually, schools are really getting involved in this. The intent of School-to-Work is to develop in all students the competencies...confidence,...and connections that can lead to successful careers and responsible citizenship.

Faculty 2:

Sounds to me like another name for tracking kids and forcing them into career decisions way too early.

Prima:

No, no, no--the students don't have to make career decisions until later in school--and they can always change their minds, but at least they've gotten a start at ...

Faculty 5:

Prima, this may be true, but its not going to fly--you surely know, even though you've been spending most of your time in the Ivory Tower of late, that all that counts these days are test scores--and spending time on all this work stuff will take time away from the students learning what they really need to know--math, and English, and science, and social studies.

Prima:

No, we've been finding that this will actually help the students learn that content better ...

Faculty 4:

Dorky, we need to get on with the agenda--we're supposed to be thinking about improving our teacher ed. programs at this retreat--this has nothing to do with that.

Dept. Chair:

Yea, I think you're right.

Faculty 3:

Wait a minute, I think Prima may be on to something here--let's find out more about it.

Prima:

Oh, thank you Sweet Sam. I'm really excited about it--when I finished my course work and passed my exams, I worked as a School-to-Work coordinator while I wrote my dissertation.

Faculty 2:

Oh brother, here we go again, using tax money to fund someone to do a dissertation.

Prima:

No, it was a half time job, but I actually did 100% work for half the pay.

Fac. 2:

Sucker (under her breath).

Prima:

Yet, it was so exciting--and related to School-to-Work which was my topic of my dissertation--that I went ahead and did it anyway.

Fac. 5:

Are we going to spend this entire retreat on secondary? We need to spend some time on elementary too, you know.

Dept. Chair:

Oh, you mean early childhood and middle childhood--yea, we do need to do that. Are we done talking about secondary now?

Prima:

NO! School-to-Work isn't just for secondary.

Fac. 2:

Here she goes again--don't tell me they're gonna start training kids for jobs when they're in third grade now--this is really getting ridiculous.

Prima:

No, School-to-Work isn't just training students for occupations. Sure, that may be part of it for some students later in school, but School-to-Work is for **all** students and it includes learning about various careers, learning academic content as it related to various kinds of professions and other careers--and it begins at the beginning of a child's education and moves on through adulthood.

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Fac. 2:

Awe, all this school and work stuff--You know what I think? I think this is a subversive plot to force kids into jobs whether they want them or not.

Fac. 3:

No, I don't think so. I'll tell you what. I sure wish my daughter had had a better idea of what she wanted to do career-wise before we spent thousands and thousands of dollars on her education. That money just flew out of our pockets before she discovered something she was interested in.

Fac. 6:

That's just because you weren't smart enough to have her come here where there's a tuition waiver. Well, I don't see where this pertains to me because my area is counseling, not teacher education.

Dept. Chair:

You don't? Then maybe you'd like to take a professional development leave so you can learn more about the relationship between counseling and career development.

Fac. 5:

Maybe we better think about how we can better prepare our teacher education students for working in a system that has implemented school-to-work. Have any other universities been doing this?

Prima:

Well, in my studies I found some universities are starting to take a look at it. I'm not from Ohio but I discovered as I was reviewing the literature for my dissertation that a group of faculty from several universities in Ohio just participated in a conference on integrating School-to-Work into preservice teacher education. I spoke with one of them and she said they are hoping to have additional conferences in the next couple years for education faculty. Perhaps some of us could go next summer.

Dept. Chair:

That sounds good, but maybe we should start on this now since, after all, we do pride ourselves on being on the cutting edge. I think we need to do something on School-to-Work.

Prima (getting all excited!)

Oh, yes yes yes, that would be just great--and so needed--I'll teach a course on it. Could it be a doctoral level course?

Dept. Chair: (shocked!)

Prima, I thought you said in the interview that you were mostly interested in undergraduate education. (*looking puzzled*)

Prima:

Oh yes, that's right. Well then, I'll teach a course on it for undergraduates. Can it be an honors section?

Fac. 2:

No way--there's no room in the degree program for yet another required course. Their programs are jammed up, thanks to the new state teacher licensure standards, and the College teacher education core, and the University's general education requirements. Actually, I think School-to-Work should be interwoven into various places in the curriculum. And besides, you know the University is making a big push on getting students through the program in 4 years.

Fac. 4:

That seems to make more sense anyway, doesn't it?

Prima:

And, I found in my dissertation that new teachers tend to use contextual learning as it relates to careers more effectively if they have worked in the recent past in an internship at a worksite outside schools.

Fac. 7:

Well, perhaps we could have students spend some time at a workplace other than in schools as a part of their field experience requirements.

Prima:

Oh, that's just great. Neat idea. Would you like to write an article with me on that idea?

Fac. 7:

Well, first we need to do some research on it.

Prima:

Oh yes. Can the department pay for the data collection? You know, there's an AERA conference in Honolulu next year and, if we get the research done on time, the department can pay for us to go to it! You know, my doctoral program advisor gets his way paid to go all over the world every year!

Dept. Chair:

Well, Prima, we don't have that kind of money here, but, if you get a paper accepted at a professional meeting, you can apply for a travel grant. Perhaps we need to further discuss what our preservice teacher education students should get out of our program relative to School-to-Work.

Fac. 3:

It seems to me that they should learn how to connect the content they teach with the workplace.

Fac. 6:

They also need to learn something about careers, such as the educational requirements needed by various careers related to their content area.

Fac. 4:

I hope they can develop positive attitudes toward work and be able to contribute toward the development of those SCANS skills we've been hearing a lot about.

Fac. 2 (*attitude changing)*:

Well, if we're going to do this, we had better include how to find appropriate resources and how to design lessons that will include learning in a real world context.

Fac. 5:

Gosh, I see where we could infuse this throughout our curriculum--like when they are learning to write objectives, they could write them in this context and prepare instructional strategies with this in mind.

Fac. 6:

And, you know, when they learn about authentic assessment, this is a natural fit.

Fac. 7:

And when we talk about parental and community involvement in schools, we can stress the growing need for partnerships among the students, parents, faculty, higher education, business and industry, organized labor, and community-based organizations.

Fac. 5:

One thing we haven't talked about is the need to explore the relationship between School-to-Work and our state curriculum models.

Fac. 4:

And what about the new licensure standards? I think we need to look at School-to-Work in relation to the 10 performance areas our new teachers will be assessed on during the entry-year program.

Fac. 6:

And, of course, with my interest in career development, perhaps I could do a study to look at the relationship of that to School-to-Work.

Fac. 3:

And, above all, we all really should role model these principles and practices throughout our courses and program.

Dept. Chair:

Gee, it looks like we've brainstormed a lot of intriguing ideas here. Perhaps this could become the theme for the year where we all move together toward a common goal.

Prima:

Now I see why I accepted the position to teach in this dept. You're all such quick learners and progressive thinkers. I'm so excited to be here. Does anyone need their car washed? After all, **I've just got to get tenure!**

Summary of Steps Planned by Faculty Teams at the Integrating School-to-Work Preservice Teacher Education Conference

The following universities were represented at the "Integrating School-to-Work into Preservice Teacher Education Conference" in July, 1997.

University of Akron
Bowling Green State University
Central State University
Cleveland State University
Kent State University
The Ohio State University
Ohio University
University of Toledo
Wright State University
Youngstown Sate University

A team of faculty from each university prepared a preliminary plan for pursuing this integration at their own institution. Most of the plans include steps such as the following:

- *Report to the Dean*
- *Find or create advocates in the administration*
- *Meet with faculty involved with STW*
- *Determine current status of STW in relation to preservice teacher education at this university*
- *Identify one person in each preservice teacher education program who will be an advocate and join the "core team"*
- *Invite business and industry representatives to engage in conversations with faculty groups on the need for STW and possible implementation strategies*
- *Inform others about STW by delivering presentations to departments and curriculum committees*
- *Provide externships for faculty*
- *Consider STW in new licensure programs*
- *Collaborate with individuals involved with STW in the area (e.g., local schools, regional STW coordinators, regions' executive committee members)*
- *Identify area companies who may be willing to be internship sites and provide funding*
- *Identify funding sources*
- *Continue collaboration with other universities*

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UNIVERSITY OF AKRON

GOAL: To infuse school-to-work into preservice teacher education at University of Akron.

1. The situation as it is now:

No understanding of major to world of work

Limited knowledge of world of work.

Faculty are not interdisciplinary or not working as a team.

Licensure, NCATE

2. The situation as I/we want it to be:

All teachers in training with world of work.

Students to get exposure to world of work.

Curriculum integrals continual luring applicants into learning.

Multi-disciplinary experiences - team building.

3. What will:

keep the situation from changing?

No resources, time.

Afraid to change.

New faculty 10.

help the situation change?

Persons who value.

Leadership.

Grants to initiate ideas.

Perceptions.

B/I resources.

4. What is your top priority obstacle?

Obtain resource.

5. What is your top priority positive factor?

Dean support.

6. Complete the following:

ACTION STEPS	RESOURCES NEEDED
1. Obtain dean's support.	Time.
2. Find funding sources for implementation of ideas.	Time.

BOWLING GREEN STATE UNIVERSITY

GOAL: To infuse school-to-work into preservice teacher education at Bowling Green State University.

1. The situation as it is now:

School-to-Work in local school districts:
Elements are in some of the school districts
No districts where STW principles are predominate
Some teachers have adapted some of the elements into their classes.

School-to-Work in University programs:
Principles are in some programs
Business/Work elements in some programs.

2. The situation as I/we want it to be:

Connect between disciplines (program areas at the University).

Awareness of work in programs for preservice teachers.

Promote links of STW and State Standards & Proficiency tests.

Not limited to preservice teachers only.

3. What will:

keep the situation from changing?

Not enough faculty understand and have commitment to STW. Then the need to bring more people to the table.

Lack of commitment by Business/Community/Parents.

Any involved in the program.

help the situation change?

Conference including all of the stakeholders.

4. What is your top priority obstacle?

Time, money and reorganization of the College.

5. What is your top priority positive factor?

Multiple models.

Make it realistic.

We have people who can do it.

Ability to build on what is already developed (i.e., work team members and relationships with the schools.

6. Complete the following:

ACTION STEPS	**RESOURCES NEEDED**
Submit a report to the Dean on outcome of the STW Conference.	Time
Do a presentation to the undergraduate curriculum committee of the College.	Time
Take into consideration STW as licensure standards are implemented.	More faculty at the operational level on STW.
The team to meet and process STW as a part of the College and the University. Then identify other resources (people and material) within the University to build on.	Time
Develop checkpoints on "where we are" with our undergraduate teacher education program in relation to STW principles (share with content faculty of TE programs). -- SCANS skills -- Authentic teaching and learning -- Authentic assessment	Time, surveys, and an individual to be responsible for the work.

CENTRAL STATE UNIVERSITY

GOAL: To infuse school-to-work into preservice teacher education at Central State University.

1. The situation as it is now:

No school to work specialty.

Work study clinical teaching and mentoring program are separate.

Changing curriculum for NCATE.

2. The situation as I/we want it to be:

Infusion of STW program modeled after this workshop model.

3. What will:

keep the situation from changing?

money for externship

administration blocking

time and personnel

help the situation change?

administration accepting

colleagues accepting

4. What is your top priority obstacle?

Money/financial existency
NCATE/time
layoffs

5. What is your top priority positive factor?

My interest, former dean's interest.

6. Complete the following:

ACTION STEPS	RESOURCES NEEDED
- inform others "what is STW?"	Time, personnel
- disseminate information (internet) to my education colleagues (dean and chair especially)	Money to travel to externships for students and faculty
- find advocates in administration	Incentive
- solicit help from: local schools career services work study student/clinical teaching mentoring community business	
- have committee develop strategic plan to incorporate curriculum changes	
- implement plan connected to what we already do (ERIC)	
- grant	

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CLEVELAND STATE UNIVERSITY

GOAL: To infuse school-to-work into preservice teacher education at Cleveland State University.

1. **The situation as it is now:**

Best Practices are being discussed by nearly every faculty member but implemented by a fewer but significant number.

Cooperative Ed, authentic assessment, constructivism, relevant experiences.

2. **The situation as I/we want it to be:**

More widespread implementation by faculty in the entire university.

More opportunities for externships for school and university faculty.

3. **What will:**

keep the situation from changing?

NCATE and semester conversion.

help the situation change?

Time.

4. **What is your top priority obstacle?**

Because of other major college goals it is nearly impossible to make this issue a priority.

5. **What is your top priority positive factor?**

6. **Complete the following:**

ACTION STEPS	**RESOURCES NEEDED**
1. Share information from conference with university faculty.	None
2. Speak with appropriate college committees.	None
3. Share information with wider audience.	None
4. Externships.	Coordination/organization assistance.

KENT STATE UNIVERSITY

GOAL: To infuse school-to-work into preservice teacher education at Kent State University.

1. **The situation as it is now:**

Basically, the philosophy presented through STW supports the mission statement and new curriculum development that we are doing.

2. **The situation as I/we want it to be:**

STW can be used to support and strengthen our efforts in redesign to develop a more authentic or contextually based curriculum.

3. **What will:**

keep the situation from changing?

Presenting STW as a new separate entity.

help the situation change?

Use as a support vehicle to accomplish our college's goals.

4. **What is your top priority obstacle?**

Overcome of stereotype and negative view of STW being Vocational Education.

5. **What is your top priority positive factor?**

Good real life activities.

6. **Complete the following:**

ACTION STEPS	**RESOURCES NEEDED**
1. Present main ideas of STW and suggestions for implementing ideas into newly formed courses and Teacher Ed Seminars to cohort groups responsible for developing new courses and redesigning existing courses. 2. Debrief dean or director of STW and consistency with changes in Teacher Ed programs. 3. Challenge faculty to debate the potential conflict between employer needs (i.e. work ethic) and diversity.	Support of information and documentation on philosophy of STW.

OHIO STATE UNIVERSITY

GOAL: To infuse school-to-work into preservice teacher education at Ohio State University.

1. The situation as it is now:

Core of 9 faculty ready to take action, but overall there is limited awareness within the College and the 120± faculty.

Some say we already do this, and in fact, some are.

Some are resistant to any change.

Dean supports idea and wants College of Education to address STW. Information will be more widely distributed throughout the College

2. The situation as I/we want it to be:

By the end of June 1998 (or whenever we meet again), we want our College of Education faculty to understand what is meant by STW concepts, principles, and practices.

3. What will:

keep the situation from changing?

Faculty overload, fatigue.

Resistance to change because we've been through so much.

Belief that STW is another add-on.

No incentives for faculty to embrace STW and take action.

No clear understanding among faculty of what STW is.

help the situation change?

The Dean wants this to happen.

Use of PDS's and clinical teachers where STW can be a part of integrated curriculum and activities.

A core of faculty is now acquainted with STW and see the value of addressing STW in our College of Education, especially in the M. of Ed. programs.

M. Ed. students come in with work experience and can add to the integration of curriculum to be relative to work.

Use of Urban Academy as a model for tying curriculum to work.

Have a workforce Ed. and Life-Long Learning Program with faculty who can be involved.

4. What is your top priority obstacle?

Lack of faculty knowledge and resources.

5. What is your top priority positive factor?

Some faculty are already involved in STW activities now, but not perhaps called STW.

Dean's support.

6. Complete the following:

ACTION STEPS	RESOURCES NEEDED
Report to Dean and Dean's staff of the conference	"will" - where there is a will, there is a way
1. Determine what is presently being done in the College of Education that would be considered STW.	Team of interviewers Time
2. The Dean will give support to infusing STW into the College programs, as will the school directors by addressing this at a college meeting.	Agenda item at college meeting. Incentives
3. Determine what experience our M. Ed. students bring to the M. Ed. programs that could help us integrate school learning and work skills.	Survey GRAs attached to SUED/STW Coalition Management, other college STW projects (campus partners) can be asked to assist.
4. Core team will identify at least one person in each program who can be an advocate and who can join the core team.	Time
5. Ask Jeri K. to identify companies who can be prospects for internship sources of ideas (and maybe funds).	
6. Have dean invite business/industry/ Industrial & Technology Council advisory group who can sit with our Faculty Council to engage in conversations such as we had yesterday.	STW Reg. Coord. (Elaine Faisel) Dean's action
7. Continue collaboration to other universities who have been a part of this conference and those who may join future ones.	

OHIO UNIVERSITY

GOAL: To infuse school-to-work into preservice teacher education at Ohio University.

1. The situation as it is now:

Infusion is occurring in preservice special education teacher training and vocational education as well.

Probably not being done in early childhood, elementary or secondary education certification program.

2. The situation as I/we want it to be:

Infusion into all teacher education programs in a timely fashion.

3. What will:

keep the situation from changing?

Faculty resistance, lack of administrative support, and discontinuation of funding.

help the situation change?

1. Continuation of funds for current project on preservice initiative.
2. STW funds specifically targeted to OU faculty and collaboratives.
3. Incentive for faculty participation (i.e., recognition, tenureship track, release time)

4. What is your top priority obstacle?

Overcoming faculty resistance or apathy.

Involving and securing commitment of administration within college or university.

5. What is your top priority positive factor?

A committed core of faculty in special education and vocational education already on staff and have attended this conference.

Core courses already exist in which STW philosophy can be incorporated.

6. Complete the following:

ACTION STEPS	RESOURCES NEEDED
1. Collaborate with regional coordinator (Marcia Key) and executive committee to engage in partnership.	Money Local school presenter.
Preliminary meeting with college administration and obtain commitment from them.	New rep Media/State Documents
2. Request appointment of task force to organize discussion and implementation of STW agenda into curriculum.	Marilyn Shealy Co-Coordinator
3. Discussion on STW emanating from a scheduled faculty meeting	Rob Radway, Marcia Key.
Collaborate with local schools who are recipients of STW grants.	
Include development office.	

UNIVERSITY OF TOLEDO

GOAL: To infuse school-to-work into preservice teacher education at University of Toledo.

1. **The situation as it is now:**

   No discussion among the faculty. No emphasis by administrator/perhaps no knowledge. Currently making/have made curricular changes due to state certification changes, semester conversion, and University of Toledo Initiative (UTI). STW is not a part of that discussion.

2. **The situation as I/we want it to be:**

   Curricula in content areas and methods areas include concepts of school-based and work-based knowledge and integration of the 4 issues. Apply the idea/concepts of STW to preservice teachers.

3. **What will:**

   keep the situation from changing?

   Lack of knowledge and cooperation from faculty. Over-worked faculty. Adjustment to current changes occurring in the University and college (semester conversion and UTI). Collective bargaining agreement. No incentives from the administration for activities related to implementing STW in the college.

   help the situation change?

   Providing information, providing in-service or professional development. Educating administration/getting commitment for incentives related to STW activities. Getting a coordinator for the initiative with the college and providing the person with needed resources.

4. **What is your top priority obstacle?**

   Commitment from all players to getting the resources to have an effective implementation.

5. **What is your top priority positive factor?**

   People are in the mode of change these days at the college and university.

   There is a commitment among the college members to be student oriented.

6. Complete the following:

ACTION STEPS	RESOURCES NEEDED
1. Communicate with appropriate administrators (e.g., president, vice-president of academic affairs, deans and associate deans) 2. Series of meetings at departmental level to educate and assess interest/commitment to the project. 3. At college level (faculty and administrators), determine interest in moving forward. 4. Identify specific faculty members who want to participate, integrate into their curricula of teacher preparation regardless of commitment at more global levels. Provide them with resources. 5. Meet with STW regional coordinator to assist. 6. If support, write grants.	Communication from governor to president and central administration supporting need of STW. Commitment from university's Board of Trustees. Coordinator of efforts. Time for faculty to present concepts to appropriate people. Flyers with basic information about STW. Methods for communicating in the college and outside the university. Grant writing assistance.

WRIGHT STATE UNIVERSITY

GOAL: To infuse school-to-work into preservice teacher education at Wright State University.

1. The situation as it is now:

WSU has a core of faculty who have some knowledge and investment of concept.

The majority has had no introduction - many do not model in courses. WSU is doing a leadership institute next week as a state grant.

Our student population is non-traditional - Most work part-time. Part-time commuter mentality. Our PYP program is designed to offer education.

2. The situation as I/we want it to be:

The "good" news is that we will be having a big turnover in the teacher education/education field. Layer % of graduates of CEWs have the ability to implement STW. Our society could benefit from the linkage from STW.

All university faculty should have involvement in STW concept. 60% of all university graduates may not find employment and any be at community colleges. Need to involve all schools.

1-2 pp. proposal to ask Rob Radway to speak to WSU Council of Deans (President Flack)

Set up meeting with Radway/Dean/President Flack

3. What will:

keep the situation from changing?

faculty attitude/resistance

help the situation change?

Plan to meet with Dean/President/Council of Dean

Interview new TED chair.

Information meeting with faculty, Rob Radway, Sandy Pritz, Faye Flack.

4. What is your top priority obstacle?

Finding ways to get faculty to integrate into curriculum.

5. What is your top priority positive factor?

Cadre of people at WSU (6-10 faculty members)

6. Complete the following:

ACTION STEPS	RESOURCES NEEDED
1. Information meeting Rob Radway, Sandy Pritz, Faye Flack to meet with faculty.	Coordinate schedule. Bring brochure.
2. Dean of CEHS/Steve Hensell/Faculty Council.	Meeting
3. Council of Deans.	
4. Provost/President and have a college focus.	
5. Externship for faculty.	Counts as 1 service unit point. Faculty to document. Coordinate externships. Coordinator.
6. Externship for CEHS/TED students.	
7. Business world to classes.	

YOUNGSTOWN STATE UNIVERSITY

GOAL: To infuse school-to-work into preservice teacher education at Youngstown State University.

1. The situation as it is now:

We do not know what assumptions people have about STW. No common view.

Everyone is overwhelmed with NCATE, licensure, semester change. There is likely to be resistance to one more thing.

In the past the department of Counseling was separate.

2. The situation as I/we want it to be:

School counselors will be prepared to be an integral part of the STW initiative at the district level.

STW is infused in our preservice curriculum 3-19? (early middle adolescents)

Deans endorse the process of enforcing time, planning, release time.

Externships are in place throughout the curriculum.

3. What will:

keep the situation from changing?

A top down mandate will cause resistance.

Faculty are already overworked. The bar has risen and we are all trying to catch up.

This is corporate America asking us to "train" their workers so they will not have to do it.

help the situation change?

Give Credit in service area as much as publication. STW effort would then count in the service area.

STW supports the college's mission--get faculty to see its integration.

4. What is your top priority obstacle?

Changing attitude - openness.

5. What is your top priority positive factor?

We understand STW and we are happy, willing to work but tired.

Commitment of faculty to be student oriented.

6. Complete the following:

ACTION STEPS	RESOURCES NEEDED
Raise the awareness of our faculty of STW as we work on licensure.	Time = Money
Build on what we are already doing as we look at licensure.	Incentives
Root Learning conceptualize for us how to do this.	Early promotion, tenure, Root Learning Consulting.
Step #1: Talk to dean about our ideas. Talk to Ed. Administration - Chain in another task force. Have a dinner planning meeting. Also Sue Fichen.	This STW effort fund the Root Learning Consulting J.D. Hoyt film.
Step #2: Talk to Rod Bradway about writing a grant to get money for our university.	Regional coordinator.
Step #3: Ask this workforce to fund a fall meeting with Root Learning to facilitate.	Principals to talk about need with faculty.
Talk to our VOTEC people - see if they can be a resource.	Do the prototype conference with an externship with our faculty. Intellectualize the experience.
Council of Deans: Talk to the other colleges and figure a way to encourage them to do a service component that gets students out in business and industry looking at ways that what they are learning is in the real world.	County, city schools K-12 STW grants come in and talk to us.

Potential conflict - work ethics vs. diversity needs - have faculty debate if this is a dicotomy.

INTEGRATING SCHOOL-TO-WORK INTO PRESERVICE TEACHER EDUCATION: A CONFERENCE FOR PROFESSORS OF EDUCATION

FEEDBACK FROM FACULTY WORK TEAM

To what extent do you agree that this conference:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to the participants' knowledge of school to-work?	5	4	3	2	1
2. will help the participants infuse school-to-work into their preservice teacher education programs?	5	4	3	2	1

3. What did you observe in this conference that seemed to go particularly well? Why?

4. What do you think could be improved?

5. From your observations of this conference or feedback you received from conference participants, what school-to-work concepts did the participants seem to embrace?

6. Where do you suspect the conference participants may have gotten "lost", missed the point, or needed more of something?

7. From your experience at this conference, how do you think school-to-work can be made more meaningful for Education faculty?

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INTEGRATING SCHOOL-TO-WORK INTO PRESERVICE TEACHER EDUCATION: A CONFERENCE FOR PROFESSORS OF EDUCATION

FEEDBACK FROM FACULTY WORK TEAM

To what extent do you agree that this conference:

N=6

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1. contribute to the participants knowledge of school-to-work?	5 **5**	4 **1**	3	2	1
2. will help the participants infuse school-to-work into their preservice teacher education programs?	5 **4**	4 **2**	3	2	1

C. I think these are the wrong questions. We were intending to open their minds so that they could help us create a meaningful for school-to-work in some preservice program. To the extent the conference was superb.

D. So much depends on the individual's own determination.

3. What did you observe in this conference that seemed to go particularly well? Why?

A. J. D. Hoye's presentation. Existing "Best Practices" projects in S-T-W.

B. Willingness on part of university faculty to listen and participate in activities.

C. The grouping. People like meeting other people from other universities. I saw people really relating to each other.

D. The entire program went smoothly due to the fine organization and preparation led/done by Bob Berns.

E. Virtually everything.

F. Excellent organization overall. Kept focus of participants. Externships were great!

4. What do you think could be improved?

A. N/R

B. Try to get directors of curriculum & instruction depts. to attend along with key faculty members. Obtain a better cross section of faculty representation.

C. I think the conference was very intensive. At first, I thought it was not good. I was very tired at the end. But now I think it needed to be intensive--This is how you break through preconceptions. Maybe ending the externships at 2:00 with debriefing from 3-6.

D. Some of Thur. afternoon small group sessions might have been replaced by the round table discussions (i.e., the folks who had carried out S-T-W projects).

E. Punctual start (by keynote speaker arriving the previous evening).... Unavoidable delay in this instance, and it was recovered smoothly.

F. Overnight facility, a little more time for relaxation/reflection.

5. From your observation of this conference or feedback you received from conference participants, what school-to-work concepts did the participants seem to embrace?

A. Externships are extremely valuable for educators at all levels and in all roles.

B. Business and industry willingness to welcome internships & externships.

C. The appreciated thinking about work relevance of what they teach. They loved the externships. This should probably happen yearly for faculty. It stimulates the realm of possibilities.

D. 1st--S-T-W is important
2nd--teachers prep. programs do need to be more involved w/schools & business in the communities.

E. The need for teachers to be able to prepare their students to apply academic skills in the workplace.

F. S-T-W is for all students. S-T-W is necessary for success in the 21st century.

6. Where do you suspect the conference participants may have gotten "lost," missed the point, or needed more of something?

A. N/R

B. The need to move with dispatch towards integration of STW philosophy into college teacher prep courses.

C. During the simulation, I knew what to expect & I was not clear. The people at my table turned to me for direction. They were unclear about the point of it. It was a shaky way to begin the conference--it was a good idea, it just needed more clarity &time to read.

D. I'm just not certain everyone left with the "next steps" clearly in mind. But that may be a function of how they were invited and how

E. Those who were unable to be present for the full conference needed what they missed!

F. Simulation needed more time; they got restless waiting to figure out what "STW"

7. From your experience at this conference, how do you think school-to-work can be made more meaningful for Education faculty?

A. N/R

B. We need to have Deans display their "buy" not just lip service. Staff meetings need to include STW information. One of the problems I saw was that many faculty were chosen at random or by last minute selection just so "someone" would be in attendance. Others were special interest representatives, i.e., special education or vocational ed.

C. They need the externships. They take their own lenses with them. They can best determine how to use what they learn in a meaningful way when they teach preservice people.

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D. Overt involvement of deans--translation: come to Aug. meeting? Give indicators or recognition on campus? Some expectations.

E. Emphasize the congruence of school-to-work concepts with authentic teaching and learning strategies.

F. Additional conferences--1 day?

INTEGRATING SCHOOL-TO-WORK INTO PRESERVICE TEACHER EDUCATION: A CONFERENCE FOR PROFESSORS OF EDUCATION

FEEDBACK FROM CONFERENCE PARTICIPANTS

I. Opening Session/J. D. Hoye (Thursday)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference session/activity?

II. Learning About School-to-Work (Thursday afternoon)

A. First Workshop (Check which workshop):

☐ Overview of STW: The tenets of STW as it is currently being implemented in the United States--SUE STREITENBERGER

☐ Career Development Theory: Applying career development theory through developmentally-appropriate learning experiences--SUSAN SEARS

☐ ICP's and Career Passports for Ohio's Students: Initiatives related to career planning--NANCY SETTLES

☐ Contextual Learning: An academic teacher's experiences and perspectives--DAVID DERMINER

☐ Perspectives from Business: Business persons' views on meeting the needs of students and businesses--NATHAN WEAKS AND SUE WESTENDORF

☐ Bridging Secondary and Post-Secondary Education: Attributes of successful teachers in award-winning programs --DOUG BODEY

☐ Linking Schools and Business in Education for Early and Middle Childhood: Experiences and perspectives of a teacher involved in the "BP Scientists in the Classroom" program--TRACEY POLING

☐ Linking Schools and Business When Educating Secondary Students: Experiences and perspectives of a teacher involved with work-based learning for all students--EMMA YANOK

To what extent do you agree that this conference workshop:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference workshop?

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B. *Second Workshop (Check which workshop):*

☐ Overview of STW: The tenets of STW as it is currently being implemented in the United States--SUE STREITENBERGER
☐ Career Development Theory: Applying career development theory through developmentally-appropriate learning experiences--SUSAN SEARS
☐ ICP's and Career Passports for Ohio's Students: Initiatives related to career planning--NANCY SETTLES
☐ Contextual Learning: An academic teacher's experiences and perspectives--DAVID DERMINER
☐ Perspectives from Business: Business persons' views on meeting the needs of students and businesses--NATHAN WEAKS AND SUE WESTENDORF
☐ Bridging Secondary and Post-Secondary Education: Attributes of successful teachers in award-winning programs --DOUG BODEY
☐ Linking Schools and Business in Education for Early and Middle Childhood: Experiences and perspectives of a teacher involved in the "BP Scientists in the Classroom" program--TRACEY POLING
☐ Linking Schools and Business When Educating Secondary Students: Experiences and perspectives of a teacher involved with work-based learning for all students--EMMA YANOK

To what extent do you agree that this conference workshop:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference workshop?

C. *Overall Simulation*

To what extent do you agree that this conference workshop:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference workshop?

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III. Thursday Dinner Speaker, Rob Radway

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference session/activity?

IV. Preparation for Externship (Thursday evening)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference session/activity?

V. Externship (Friday)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference session/activity?

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VI. Sharing of Externship Findings (Friday evening)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference session/activity?

VII. Overview of STW Coalition Integration Projects (Saturday)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference session/activity?

VIII. Framework Presentation (Skit) and Reaction Activity (Saturday)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference session/activity?

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IX. Action Planning

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference session/activity?

Saturday Luncheon Speaker, Ernest Savage

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

3. What were three important learnings for you from this conference session/activity?

X. What other comments do you have about the conference in general?

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Integrating School-to-Work into Preservice Teacher Education: A Conference for Professors of Education

Feedback from Conference Participants

Key	
Faculty:	Work team members
Participants:	Actual conference participants
Overall:	Work team members and actual conference participants

I. Opening Session/J. D. Hoye (Thursday)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1

	Faculty	Participants	Overall
Mean	4.5	4.5	4.5
S.D.	(.577)	(.607)	(.59)
N=	4	20	24

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

	Faculty	Participants	Overall
Mean	4.5	4.05	4.3
S.D.	(.577)	(.945)	(1.11)
N=	4	20	4

3. What were three important learnings for you from this conference session/activity? (see content analysis)

II. Learning About School-to-Work (Thursday afternoon)

A. First Workshop (Check which workshop):

☐ Overview of STW: The tenets of STW as it is currently being implemented in the United States--SUE STREITENBERGER

☐ Career Development Theory: Applying career development theory through developmentally-appropriate learning experiences--SUSAN SEARS

☐ ICP's and Career Passports for Ohio's Students: Initiatives related to career planning--NANCY SETTLES

☐ Contextual Learning: An academic teacher's experiences and perspectives--DAVID DERMINER

☐ Perspectives from Business: Business persons' views on meeting the needs of students and businesses--NATHAN WEAKS AND SUE WESTENDORF

☐ Bridging Secondary and Post-Secondary Education: Attributes of successful teachers in award-winning programs --DOUG BODEY

☐ Linking Schools and Business in Education for Early and Middle Childhood: Experiences and perspectives of a teacher involved in the "BP Scientists in the Classroom" program--TRACEY POLING

☐ Linking Schools and Business When Educating Secondary Students: Experiences and perspectives of a teacher involved with work-based learning for all students--EMMA YANOK

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To what extent do you agree that this conference workshop:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1

Workshop	1	2	3	4	5
mean	4.60	3.67	5.00	4.33	4.67
S.D.	(.55)	(.58)	(.00)	(.58)	(.58)
N=	5	3	5	3	3

Workshop	6	7	8
mean	5.00	---	----
S.D.	----	----	----
N=	1	0	0

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

Workshop	1	2	3	4	5
mean	3.40	3.33	5.00	4.33	4.33
S.D.	(1.14)	(1.15)	(.00)	(.58)	(1.15)
N=	5	3	3	3	3

Workshop	6	7	8
mean	5.00	-----	-----
S.D.	----	-----	-----
N=	1	0	0

3. What were three important learnings for you from this conference workshop?
(see content analysis)

B. Second Workshop (Check which workshop):

- ☐ Overview of STW: The tenets of STW as it is currently being implemented in the United States--SUE STREITENBERGER
- ☐ Career Development Theory: Applying career development theory through developmentally-appropriate learning experiences--SUSAN SEARS
- ☐ ICP's and Career Passports for Ohio's Students: Initiatives related to career planning--NANCY SETTLES
- ☐ Contextual Learning: An academic teacher's experiences and perspectives--DAVID DERMINER
- ☐ Perspectives from Business: Business persons' views on meeting the needs of students and businesses--NATHAN WEAKS AND SUE WESTENDORF
- ☐ Bridging Secondary and Post-Secondary Education: Attributes of successful teachers in award-winning programs --DOUG BODEY
- ☐ Linking Schools and Business in Education for Early and Middle Childhood: Experiences and perspectives of a teacher involved in the "BP Scientists in the Classroom" program--TRACEY POLING
- ☐ Linking Schools and Business When Educating Secondary Students: Experiences and perspectives of a teacher involved with work-based learning for all students--EMMA YANOK

☐

To what extent do you agree that this conference workshop:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1

Workshop	1	2	3	4	5
mean	-----	------	4.75	5.00	3.67
S.D.	----	-----	(.50)	(-----)	(.58)
N=	0	0	4	1	3

Workshop	6	7	8
mean	4.25	4.20	4.67
S.D.	(.50)	(.45)	(.58)
N=	4	5	3

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

Workshop	1	2	3	4	5
mean	----	-----	4.25	5.00	4.00
S.D.	----	-----	(.96)	(-----)	(.00)
N=	0	0	4	1	3

Workshop	6	7	8
mean	3.00	4.20	4.67
S.D.	(.00)	(.84)	(.58)
N=	4	5	3

3. What were three important learnings for you from this conference workshop?
(see content analysis)

C. Overall Simulation

To what extent do you agree that this conference workshop:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1

	Faculty	Participants	Overall
mean	3.67	4.222	4.14
S.D.	(1.258)	(.878)	(.94)
N=	4	20	24

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

	Faculty	Participants	Overall
mean	3.500	3.944	3.86
S.D.	(1.291)	(.998)	(1.04)
N=	4	20	24

3. What were three important learnings for you from this conference workshop?
(see content analysis)

III. Thursday Dinner Speaker

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

Workshop	Faculty	Participants	Overall
mean	3.25	4.35	4.17
S.D.	(2.217)	(.875)	(1.20)
N=	4	20	24

Workshop	Faculty	Participants	Overall
mean	3.25	3.75	3.69
S.D.	(2.217)	(1.209)	(1.37)
N=	4	20	24

3. What were three important learnings for you from this conference session/activity?
(see content analysis)

IV. Preparation for Externship (Thursday evening)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1
2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

	Faculty	Participants	Overall
mean	4.5	4.00	4.09
S.D.	(.577)	(.943)	(.90)
N=	4	20	24

	Faculty	Participants	Overall
mean	4.5	3.632	3.78
S.D.	(.577)	(1.116)	(1.09)
N=	4	20	24

3. What were three important learnings for you from this conference session/activity?
(see content analysis)

V. Externship (Friday)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1

	Faculty	Participants	Overall
mean	4.75	4.75	4.75
S.D.	(.500)	(.444)	(.44)
N=	4	20	24

2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

	Faculty	Participants	Overall
mean	5.00	4.368	4.48
S.D.	(.000)	(1.065)	(.99)
N=	4	20	24

3. What were three important learnings for you from this conference session/activity? (see content analysis)

VI. Sharing of Externship Findings (Friday evening)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1

	Faculty	Participants	Overall
mean	5.00	4.421	4.52
S.D.	(.000)	(.692)	(.67)
N=	4	20	24

2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

	Faculty	Participants	Overall
mean	5.00	4.316	4.43
S.D.	(.000)	(.749)	(.73)
N=	4	20	24

3. What were three important learnings for you from this conference session/activity? (see content analysis)

VII. Overview of STW Coalition Integration Projects (Saturday)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1

	Faculty	Participants	Overall
mean	4.00	4.00	4.00
S.D.	(.816)	(1.118)	(1.05)
N=	4	20	24

2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

	Faculty	Participants	Overall
mean	4.00	3.824	3.86
S.D.	(.816)	(1.185)	(1.11)
N=	4	20	24

3. What were three important learnings for you from this conference session/activity?
(see content analysis)

VIII. Framework Presentation (Skit) and Reaction Activity (Saturday)

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1

	Faculty	Participants	Overall
mean	2.25	4.167	3.82
S.D.	(2.63)	(.857)	(1.47)
N=	4	20	24

2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

	Faculty	Participants	Overall
mean	2.25	4.105	3.78
S.D.	(2.63)	(.875)	(1.44)
N=	4	20	24

3. What were three important learnings for you from this conference session/activity?
(see content analysis)

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IX. Action Planning

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1

	Faculty	Participants	Overall
mean	5.00	4 200	4.33
S.D.	(.000)	(1.281)	(1.20)
N=	4	20	24

2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

	Faculty	Participants	Overall
mean	5.00	4.55	4.63
S.D.	(.000)	(.605)	(.58)
N=	4	20	24

3. What were three important learnings for you from this conference session/activity?
(see content analysis)

Saturday Luncheon Speaker

To what extent do you agree that this conference session/activity:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. contributed to your knowledge of school-to-work?	5	4	3	2	1

	Faculty	Participants	Overall
mean	4.00	4.50	4.42
S.D.	(1.155)	(.688)	(.78)
N=	4	20	24

2. will help you infuse school-to-work into your preservice program?	5	4	3	2	1

	Faculty	Participants	Overall
mean	4.00	4.3	4.25
S.D.	(1.155)	(.865)	(.90)
N=	4	20	24

3. What were three important learnings for you from this conference session/activity?
(see content analysis)

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Integrating School-to-Work into Preservice Teacher Education: A Conference for Professors of Education

Responses

Participants responded to the survey, "Feedback from Conference Participants," at the conclusion of the conference, July 12, 1997. The responses to the key questions were categorized based on themes and appear below within those theme categories. The number in parentheses represents the number of responses within that theme.

Key question:

What were three important learnings for you from this conference session/activity?

I. Opening Session/J.D. Hoye (Thursday)

Development/Background/Status of School-to-Work (9)

— Where STW came from.
— Interesting facts regarding status of STW and national initiatives.
— Intro to school-to-work.
— Uniqueness of our endeavor.
— Noted some of the opposition to STW.
— What school-to-work is.
— What school-to-work is about.
— Nature of STW.
— Not just vocational education.

Nationwide Perspective/Focus/Tools of School-to-Work (7)

— Nationwide perspective.
— National focus of the STW program.
— National perspectives.
— Motivation.
— Integration.
— Emphasis on all levels of students.
— For all students (intent).

Needs and Presence of School-to-Work in Education/Teaching/Schools (7)

— Recognition of work experience as a way to learn what you don't want to do.
— The need to expose our teacher educational and counseling and the need for school to work - reform in the . . . (illegible)
— The need to develop problem solving critical thinking interpersonal communication written skills as well as . . . (illegible)
— Needs of future teachers.
— That there are good exemplary programs that do what we want.
— Program fits well with good curriculum goals.
— Absolute necessity of STW in schools.

Status/Needs of Workforce/Employers (5)

— Status of work force - so many ready to release and so few it seems ready to step in.
— Workforce crisis.
— Needs of future employers.
— Jobs of the future.
— Workplace needs.

General (5)

— The need to integrate . . . (illegible)
— A lot of what she said I have heard in a different context.
— Answered key questions.
— Where BG is.
— Resource persons in STW.

How School-to-Work Can/Does Help and What Can Be Done (4)

— Practical ideas.
— How to communicate with employees about STW.
— How to share with others.
— Need to address critics head on.

National and State Efforts (4)

— Level of federal support for S - to -W.
— National and state efforts in STW.
— There is a government position for this STW.
— Good statutes supporting need.

Statistics (2)

— Statistics about workplace need/ turnover.
— Statistics strong support.

Speaker (2)

— Good opening to get our interest.
— Her enthusiasm and reasonableness.

II. Learning about School-to-Work (Thursday afternoon)

A. First Workshop

Overview of STW: The tenets of STW as it is currently being implemented in the United States--SUE STREITENBERGER

Questions/Summary (4)

— Answers to common questions.
— Overview helped summarize key points.
— Chance to hear questions asked by others.
— Content areas of STW- i.e., components.

General (2)

— That some people who are actively involved do not understand the underlying principles of STW.
— Reiterated the same general info I had received earlier in the day. No new info for me personally.

Career Development Theory: Applying career development theory through developmentally-appropriate learning experiences--SUSAN SEARS

General (3)

— Interest by participants at sessions I attended was good.
— Importance of career development in STW.
— Role of counselors in STW.

ICP's and Career Passports for Ohio's Students: Initiatives related to career planning--NANCY SETTLES

General (1)

— Classified the conversation between the ICP and career passports.

Contextual Learning: An academic teacher's experiences and perspectives--DAVID DERMINER

Teacher Activities (4)

— I liked the conversation about what he does with his students.

— I would have liked a video clip of one of the activities.
— Simulate of life activities in classroom.
— Activities of simulate do teach basic skills.

General (1)

— Choices that we have are real.

Perspectives from Business: Business persons' views on meeting the needs of students and businesses--NATHAN WEAKS AND SUE WESTENDORF

Business/Local Government Involvement/Perspective (3)

— Involvement of chamber of commerce and business already in supporting S to W in schools.
— Value of mentorship to companies as well as to students.
— Pointed out that businesses wanted districts to work together.

Activities (2)

— Gave some specifics of what activities worked.
— Gave some excellent points about composition of working groups.

Bridging Secondary and Post-Secondary Education: Attributes of successful teachers in award-winning programs--DOUG BODEY

General (2)

— Enthusiasm.
— Practical application.

Linking Schools and business in Education for Early and Middle Childhood: Experiences and perspectives of a teacher involved in the "BP Scientists in the Classroom" program--TRACEY POLING

— No comments.

Linking Schools and Businesses when Educating Secondary Students: Experiences and perspectives of a teacher involved with work-based learning for all students--EMMA YONOK

General (2)

— Types of programs available that are included under the school umbrella.

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— Learned about mentoring but was not directed related to STW by the speaker.

(No session marked by respondent)

— I enjoyed the practical application from a practitioner's perspective.
— The window in the career development theory where we can best assist with youth.

B. Second Workshop

ICP's and Career Passports for Ohio's Students: Initiatives related to career planning--NANCY SETTLES

General (2)

— Extent to which schools are utilizing ICP's.
— Components of STW in action, i.e., real experience.

Contextual Learning: An academic teacher's experiences and perspectives--DAVID DEMINER

General (2)

— STW.
— Enthusiasm.

Perspectives from Business: Business persons' views on meeting the needs of students and businesses--NATHAN WEAKS AND SUE WESTENDORF

Business Perspective (2)

— Actual exposure to business' perspective.
— One business perspective.

Business Involvement (2)

— Learning that some businesses are already actively involved.
— Ways to get business involved.

Bridging Secondary and Post-Secondary Education: Attributes of successful teachers in award-winning programs--DOUG BODEY

Focus (2)

— Some schools do focus on voc. ed.
— Tech prep was focus.

Speaker (2)

— Knowledgeable about his program.
— Excited about his program.

Linking Schools and Business in Education for Early and Middle Childhood: Experiences and perspectives of a teacher involved in the "BP Scientists in the Classroom" program--TRACEY POLING

BP's Program; Industry Support (3)

— Good resources for BP program.
— There is support from industry.
— Becoming familiar with interests and involvement of employers in partnering for education of student.

General (3)

— We need to use technology for teachers as much as industry uses technology.
— The science notebook.
— The video tape.

Speaker (1)

— The obvious confidence of the presenter as a teacher and as an employee of BP to promote science activities.

Linking Schools and Business When Educating Secondary Students: Experiences and perspectives of a teacher involved with work-based learning for all students--EMMA YANOK

Ideas/Examples/Needs Given (4)

— Fine ideas for mentorships.
— Gave example of why some projects should start small.
— Reinforced great need for staffing of projects.
— Wonderful program in Westerville!

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Speaker (2)

— Exciting to hear success stories from teacher who is so excited about what the students were accomplishing.
— She can be a resource for us.

(No session marked by respondent)

— I enjoyed the practical application from a practitioner's perspective.

B. Overall Simulation

Share/Verbalize Learnings and Experiences with Others (7)

— Chance to share with colleagues.
— Chance to verbalize our own learnings.
— Place to get questions answered - some through discovery.
— It was good to learn that my co-workers are very receptive to STW.
— I liked the workshops and the opportunities to talk with my group.
— I liked mixing up at each of the sessions at the internships. This way we get to take 3 experiences back to our university.
— Networking.

What Needs to be Done (4)

— The need to integrate . . . (illegible)
— The need to expose our teacher educational and counseling and the need for school to work - reform in the . . . (illegible)
— The need to develop problem solving critical thinking interpersonal communication written skills as well as . . . (illegible)
— Teacher needs to be facilitator.

General (4)

— Got most from the A and B workshops.
— Began my thinking process about STW.
— STW is student ?
— This is authentic learning.

Unclear/Confusing Directions (3)

— For me it was confusing.
— Our group had a good discussion but not really according to directions.

— Directions were not clear.

Speaker (1)

— I enjoyed the presentation format and the humorous perspective.

III. Thursday Dinner Speaker, Rob Radway

Statistics and Percentages (8)

— Important learning about statistics about real world of work.
— Industry is looking at workforce availability.
— 50% of 2 yr. college students have 4 yr. degrees.
— Ohio workforce data.
— Statistics.
— 818m budget.
— 60% of teachers will retire in 2 yrs.
— Interesting statistics.

Why STW is Needed in Schools/Businesses and Its Value (8)

— Made me appreciate value of all this.
— Made me realize how little school format really has changed.
— Emphasized why we need the STW connection.
— General philosophy and need for STW for our society and schools.
— Better sense of shortcomings of today's education in Ohio.
— Why school-to-work is important.
— Need for STW.
— Career path.

Work/Needs in Ohio (6)

— The choice not to have a Honda manufacturing plant in Ohio.
— Info about future needs of Ohio employees.
— History within Ohio.
— Goals of state STW.
— Important facts about work in Ohio.
— 12 districts of support.

Speaker (5)

— Motivational- helped get me enthused.
— Rob's availability.

— Rob motivated the group!
— He seemed to be more of a cheerleader rather than an informer of STW.
— Resource of Rob's office.

IV. Preparation for Externship (Thursday evening)

Observations in Schools/Site/Teaching Methods (6)

— Made me think about what I was going to observe.
— Made me think about what I am presently teaching in my classes.
— Stimulated what to look for and to consider at site.
— Gave needed insight.
— Helped me set the stage.
— Clarified details of next day.

General (5)

— Wish we'd had more time to discuss our visit with our team before the evening got so late!
— I had faded at this point and was only trying to make sense of my responsibilities at my externship.
— I got to know another person in the conference.
— Chance to prepare with colleagues.
— That the day was absolutely too long.

Business Information (3)

— Business is willing to participate.
— Variety of health jobs.
— Info about business was very helpful.

V. Externship (Friday)

Industry/Business Requirements/Needs/Methods Used (26)

— Learned a lot about what industry requires from their employees.
— Got employers' perspective of skills needed by employees.
— Got to observe training methods used by industry.
— I learned what attitudes makes a production work.
— I learned that their is a huge difference between beg. workers and experienced workers at all levels.
— Diversity of jobs available in health care settings.
— Reinforced my knowledge that ethics and collaborative shifts are useful.
— The need to expose our teacher educational and counseling and the need for school-to-work -

reform in the . . . (illegible)
- — The need to develop problem solving critical thinking interpersonal communication written skills as well as . . . (illegible)
- — Problem solving skills is their highest priority for our students.
- — Business leaders' perspectives.
- — Skills needed to be successful at company.
- — Both management/labor concerns.
- — Team building.
- — Employee involvement.
- — Structure of business operations and needs.
- — Problems faced by business.
- — Systems knowledge needed.
- — Better sense of how this manufacturing plant worked.
- — Knowledge of needed skills and background for employees at different levels.
- — Variety of health jobs.
- — Strategic planning.
- — Goals of the company.
- — Concern for conflict resolution.
- — Concern for work ethics.
- — Problem solving skills.

Business/Industry and STW and Education (12)

- — Willingness of B and Industry to open doors to school.
- — STW- program not readily understood by them.
- — Bus. cares about school, but bus. may not understand it.
- — Educators care about bus., but probably do not understand it.
- — We can profit greatly from working together for the benefit of students/work force.
- — Business is supportive of STW, but short on ideas.
- — We teachers have a lot to learn about business.
- — Need for dialogue between education and business world.
- — How they are prepared to cooperate with education to meet needs of future students.
- — Degree of commitment and willingness of business.
- — That communication to externships is important (they seemed to not know what "we" were really doing at the site).
- — Business is willing to participate.

General (3)

- — Some practical ideas that faculty could use.
- — Relevance of #1 above to STW.
- — Learned about mentoring but was not directed related to STW by the speaker.

VI. Sharing of Externship Findings (Friday evening)

Sharing of Experiences/Perceptions (9)

— Found we all had similar "general" experiences.
— Good to verbalize and share learnings with colleagues.
— We all got similar things from our externships even though they were all different.
— Although I found others brought back similar messages, once again I had just faded at this stage.
— The model concept classified our thinking very well.
— Sharing our experiences expanded the variety of industry who are open to STW involvement.
— Various experiences of externs.
— Found multiple perceptions about what was seen. We'll encounter that throughout college faculty
— Allowed greater interactions with other faculty.

Needs/Steps for Teacher Education/Business (8)

— Need to pay attention to skills needed by employees.
— The need to expose our teacher educational and counseling and the need for school-to-work - reform in the . . . (illegible)
— The need to develop problem solving critical thinking interpersonal communication written skills as well as . . . (illegible)
— I was impressed by people's commitment to make changes when they go back to their university.
— To help implement STW work concepts in training stimulate in education.
— Necessity of this practice for teacher education.
— That many of the needs of businesses were common.
— Enabled me and others to begin to concentrate on useful next steps.

General (7)

— Helped bring reality into our way of thinking.
— Some workforces are retiring by nearly 100%.
— Less drawing time.
— More discussion time!
— I wish the company representative would have joined us!
— Good reflection and discussion.
— Good discussion of background of participants.

Interpretations of STW (4)

— Various interpretations of STW.

— Things began to start clicking about the meanings of STW.
— Pointed out more obstacles within universities to STW.
— The diversity of factors shared by groups demonstrate the diversity of STW.

VII. Overview of STW Coalition Integration Projects (Saturday)

Overview Information (10)

— Helped bring it all together.
— Helped give focus and direction to what has to be done.
— I did not realize this was such a broad based program.
— The need to expose our teacher educational and counseling and the need for school-to-work - reform in the . . . (illegible)
— The need to develop problem solving critical thinking interpersonal communication written skills as well as . . . (illegible)
— Brochure was helpful.
— There are 4 primary directives
— Classified the nature of the program.
— Caused reflection of our program at university.
— Commented concerns of other universities.

General (4)

— Couldn't really hear it, so I read the brochure.
— Problems hearing her.
— I could have read it myself.
— Poorly executed.

VIII. Framework Presentation (Skit) and Reaction Activity (Saturday)

Skit/Activity was Useful/Helpful (12)

— Good way to bring important concepts to light through a different medium.
— Helped us think about how to deal with common acceptance problems we will encounter.
— Helped to get point across.
— Important to see ourselves and laugh at our own approaches/resistance to new ideas.
— It was entertaining, and I think we needed the format, but it would have helped if we could have discussed the "salient points"!
— Must be prepared for faculty resistance.
— Ideas shared were helpful.
— Reminded me of what we would face with colleagues.
— Finally I understood the focus of STW in pre-service education.
— Thanks for relating to higher level thinking.

— Good to review the diversity of members of our profession.
— Good to see how STW fits our goal.

General (7)

— But it was fun!! I want to do this kind of thing with my staff.
— Of course, it was stellar
— Nice entertainment.
— Time to write/produce skit.
— It was fun and entertaining, a nice break from this serious work.
— Needed humor and break.
— Enjoyable but not informative.

IX. Action Planning

General (12)

— Probably the most important piece.
— We are already doing more than I realized.
— Thanks for giving time for this.
— Sources of resistence.
— Facilitator forces.
— University has a commitment.
— Wonderful chance to make use of conference activities.
— Insufficient time here.
— Thanks for deducting time to set our goal.
— Interest seeing density of university situation.
— Professor can't talk in 3 min or less.
— The federal act and its wording.

Possibilities/Action/Plans/Collaboration (10)

— Made us aware of what needs to be done at our individual institution.
— We can work together.
— We do have some ways to start.
— Start of this process is essential.
— Action plan.
— Resources are available
— Try to determine what essential components of STW needed to be relayed/integrated into our Pre-service programs and how to get this in motion.
— Excellent sharing of and generating of concrete possibilities.
— Learning that other universities were planning both similar and different events.
— Collaboration is the best way to plan.

Exchange of Ideas/Perspective (5)

- — Good interchange of ideas with other faculty members we have not had a chance to work with.
- — Helped to hear what other institutions are going to do to be able to share and help each other.
- — We all got to exchange our views about how to implement STW.
- — This started to really put things into perspective
- — The Ohio philosophy and that of this group.

Saturday Luncheon Speaker, Ernest Savage

Content (10)

- — Brought the whole thing home, realistic application.
- — Good to hear from someone on the international level.
- — Excellent content.
- — Useful data.
- — Nice tips and thoughts to consider.
- — Reinforced learning activities.
- — Short, direct and inspirational in the importance of STW.
- — The concepts provided are an evaluation criteria.
- — Good data for support.
- — Nothing new but he did reiterate several good points.

Perspectives/Needs (8)

- — Second graders have computer skills of 1982 college grads.
- — Education is isolated.
- — Perspectives of where we need to be.
- — This program is essential for our children's success.
- — Shared worldly perspectives.
- — Get another perspective on STW.
- — Thanks for seeing need of industry.
- — Thanks for showing dimension of need.

Speaker (6)

- — Great motivator- got me even more excited.
- — His presentation was very good- not fair to have him perform in this time slot.
- — Excellent presentation.
- — Excellent presentation.
- — Very articulate.
- — Excellent speaker.

General (2)

— Honestly, I was too tired to absorb his remarks I promise to read his paper.
— That dean of tech.used was low end tech.

What other comments do you have about the conference in general?

Positive: Great/Well Done/Excellent (25)

— It was great!! I am so psyched!!
— Very well done overall. I was proud to be a part of the work team and was pleased with the response by participants.
— Excellent organization.
— Job well done, Bob and Lisa and all the rest at BG.
— Excellent.
— Excellently planned.
— Sequenced.
— Coordinated.
— Stimulating, creative.
— Interactive.
— Fun, active.
— Excellent conference.
— Bob Berns and committee are to be commended. Thanks for a very powerful workshop. Good planning logistics/ implementation/ and evaluation.
— Well organized.
— Upbeat.
— Terrific! Cheers to the work team.
— Well organized.
— Valuable, well planned. Filling meals.
— Many thanks, you took great care of us.
— Thank you.
— Excellently organized- well done!
— Thank you I learned much.
— This has been one of the best organized and well prepared conferences I have attended.
— Well done!
— The externship experience was valuable.

More Time Needed/Too Much Overtime/Too Long (12)

— Too much to do in too little time- All the conversations and networking were good. We needed more time!!
— Stick to your agenda, overtime too often! We do have other things to do.
— Stick to your agenda, overtime too often! We do have other things to do.

- — More time to discuss, I felt that at times our "time" was limited when our groups were discussing important issues.
- — Some events and activities should have been condensed. Conference should have been shorter.
- — Thurs. and Fri. evenings contributed to extreme fatigue on Sat., much too long.
- — Schedule during week instead of Sat.
- — Days 1 and 2 are too long for creative thought.
- — Days way too long!
- — This conference was not "humanely" organized. The days were much too long with too few breaks. For example, a number of people attending have papers to grade as College of Education faculty teach summer school. People have health concerns and need to exercise and stretch. By the evening sessions many people tuned out and didn't pay any attention. Conference ran late and people had made plans.
- — Very well planned- just too long to hope that people can be productive.
- — Very well developed. However, too long in daily sessions if materials were expected to be read and shared. Even so, much learning was ascertained.

General (5)

- — Personal and group conceptualization.
- — Hopefully there will be funding to keep ongoing focus on STW.
- — Would like more data on workforce crisis in Ohio and nation.
- — Great to meet other colleagues.
- — I appreciate that you caused us to function in higher level thinking in a philosophy similar to the philosophy of the program.

Accommodations/Food (4)

- — Good atmosphere for conference except for the A.C. in the hotel, the Ice arena, and esp. the McFall Center.
- — Quality Inn rooms are very poor quality.
- — Serve alternative to red meat.
- — Thanks for the vegetarian consideration.

Information Left Out/Too Little (4)
- — An important negative, virtually nothing addressed explicitly about need to reach low-income and minority and Appalachian groups.
- — Earlier in the conference in Day 1 there should a check on defining STW. Constructivism needs direction.
- — Good teaching instructional strategies were rarely employed by the organizer and team leaders (the keynote speakers were excellent).
- — While I really enjoyed my externship, they seemed a bit one-sided, with the focus on blue collar employment. This sends a message that may explain the common misconception that

STW is a vocational education program.

Follow-Up (1)

- We need more follow up conferences where we can learn strategies, resources to use to help implement the changes we'd like to make in teacher educ. (and counselor educ.).

INTEGRATING SCHOOL-TO-WORK INTO PRESERVICE TEACHER EDUCATION:
A CONFERENCE FOR PROFESSORS OF EDUCATION

FEEDBACK FROM PRESENTERS

1. Knowing now what you know about this conference, what do you wish you would have done differently in your session?

2. What suggestions do you have relative to the amount of time given for your session, the location of your session on the program, etc.?

Your name ______________________________

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INTEGRATING SCHOOL-TO-WORK INTO PRESERVICE TEACHER EDUCATION: A CONFERENCE FOR PROFESSORS OF EDUCATION

FEEDBACK FROM PRESENTERS

1. **Knowing now what you know about this conference, what do you wish you would have done differently in your session?**

I felt good about the Roundtable. I could have asked them more questions. (Bodey)

I purposely did not prepare a "handout" because I wanted THEM to create the context. If (when?) I do this again, I'd list some examples, then include my phone and e-mail address. I'm quite impressed with how interested the participants were in making authentic and substantive change. (Derminer)

Prepared a more concise handout. (Settles)

I might have directed more information on benefits for academic teachers. Planned for less time. (Yanok)

More time. I was pleased with the session. I would have liked to have spoken to more people, but realized that was not conducive to the simulation schedule. (Poling)

Rather than an overview of school-to-work, perhaps focusing the workshop on the notion of STW integration with higher education. For example, what are the implications of STW for higher education? (Streitenberger)

We have a slide presentation we could have brought that would have offered more visuals. We could have outlined our presentation for the participants so that those that didn't get to do ours could understand what we talked about. (Westendorf)

I was fairly satisfied with the response of the participants. I might have brought along a student intern to provide a student's perspective. (Weaks)

2. What suggestions do you have relative to the amount of time given for your session, the location of your session on the program, etc.?

A 15-minute time moved to 30 minutes was good. Thirty minutes was about right. (Bodey)

Fifteen minutes isn't nearly enough. I'd like to see 25 minutes stretch to 35 if possible. It took me 5 minutes to do my springboard activity, so I really only had 10 minutes. Once I gave them a good (non-vocational) example, the ball really got rolling--then we ended up with too little time. They asked some intriguing questions of me. (Derminer)

Thirty minutes is a good amount of time. Any less you can't answer questions adequately. Because some of this is "foreign," questions were very important to understand. (Settles)

Everything O.K. Maybe more time. I felt I had to hurry. Also, maybe include feedback--their reactions to our ideas. (Yanok)

Location was great! Beautiful campus! I realize we used more time anyway, but 20-30 minutes is more realistic than 15. (Poling)

Probably more time would have been helpful. Some topics would most likely lend themselves to more time. (Streitenberger)

It was too short. You need at least 30 minutes to allow for questions and interaction. With the time line you had it would have been difficult to change the way the program ran so location on program was fine. (Westendorf)

Thirty minutes worked very nicely for the two of us. About 10 minutes each of prepared remarks, with 10 minutes to respond to questions. (Weaks)

INTEGRATING SCHOOL-TO-WORK INTO PRESERVICE TEACHER EDUCATION: A CONFERENCE FOR PROFESSORS OF EDUCATION

FOLLOW-UP ASSESSMENT

by Conference Participants

Please rate your agreement or disagreement with the following statements:

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
1. The implementation of school-to-work is a step in the right direction for schools.	5	4	3	2	1
2. It is important for me to prepare preservice teachers to make connections between the classroom and the workplace for their future students.	5	4	3	2	1
3. I have a good understanding of Ohio's School-to-Work initiative.	5	4	3	2	1
4. I have a good understanding of school-to-work in general.	5	4	3	2	1

To what extent do you agree that this conference provided you with information which will facilitate infusion of school-to-work into your preservice program?

Information about. . .	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5. School-to-work reform in general	5	4	3	2	1
6. Strategies to implement school-to-work	5	4	3	2	1
7. Workplace skill requirements (SCANS)	5	4	3	2	1
8. School partnerships (e.g., with business and industry, labor, career centers, community organizations)	5	4	3	2	1
9. Class projects based on work situations	5	4	3	2	1
10. Integrating academic and occupational subjects	5	4	3	2	1
11. How to locate resources to facilitate school to work transition	5	4	3	2	1

Please complete the following:

12. In order for me to work on implementing school-to-work concepts in my preservice program, I need the following in addition to what I learned at this conference:

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13. School-to-work can be made more meaningful for Education faculty by:

14. Which conference activity(ies) was/were especially helpful or meaningful in promoting your understanding of school-to-work? Why?

15. What could be improved? Why?

16. In your opinion, did we target the right audience for this event? ☐Yes ☐ No
Why or why not?

17. Who should be invited to the next conference?

18. How many years have you been an Education faculty member? _______

19. What is the area of your primary teaching or administrative responsibility?___________________________

INTEGRATING SCHOOL-TO-WORK INTO PRESERVICE TEACHER EDUCATION: A CONFERENCE FOR PROFESSORS OF EDUCATION

FOLLOW-UP ASSESSMENT

Statistical Analysis

Please rate your agreement or disagreement with the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. The implementation of school-to-work is a step in the right direction for schools. Mean= 4.38 SD= 0.77 N= 13	5	4	3	2	1
2. It is important for me to prepare preservice teachers to make connections between the classroom and the workplace for their future students. Mean= 4.75 SD= 0.62 N= 12	5	4	3	2	1
3. I have a good understanding of Ohio's School-to-Work initiative. Mean= 4.23 SD= 0.60 N= 13	5	4	3	2	1
4. I have a good understanding of school-to-work in general. Mean=4.31 SD= 0.63 N= 13	5	4	3	2	1

To what extent do you agree that this conference provided you with information which will facilitate infusion of school-to-work into your preservice program?

Information about. . .	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
5. School-to-work reform in general	5	4	3	2	1
Mean= 4.23 SD= 0.83 N= 13					
6. Strategies to implement school-to-work	5	4	3	2	1
Mean= 3.62 SD= 0.96 N= 13					
7. Workplace skill requirements (SCANS)	5	4	3	2	1
Mean= 3.88 SD= 0.96 N= 13					
8. School partnerships (e.g., with business and industry, labor, career centers, community organizations)	5	4	3	2	1
Mean= 4.23 SD= 0.60 N= 13					
9. Class projects based on work situations	5	4	3	2	1
Mean= 3.54 SD= 0.97 N= 13					
10. Integrating academic and occupational subjects	5	4	3	2	1
Mean= 3.77 SD= 0.93 N= 13					
11. How to locate resources to facilitate school to work transition	5	4	3	2	1
Mean= 4.00 SD= 0.82 N= 13					

INTEGRATING SCHOOL-TO-WORK INTO PRESERVICE TEACHER EDUCATION: A CONFERENCE FOR PROFESSORS OF EDUCATION

FOLLOW-UP ASSESSMENT

Content Analysis for General Categories of Responses to Open-Ended Questions

The numbers in parentheses represent the number of responses related to the category.

12. In order for me to work on implementing school-to-work concepts in my preservice program, I need the following in addition to what I learned at this conference:

No Response (5)

Resources (4)
- I'm hosting 4 day long workshops with secondary Math, Science, English, and Social Studies, about 30 X 4 = 120, a 9-5 agenda and resources would be a great help.
- What does the research say about school-to-work in preservice programs and in K-12 schools.
- RTP criteria so I can submit proposal, I've contacted our local contact and he is sending.
- STW transparencies.

Strategies (2)
- More strategies for implementation.
- To understand how to coordinate the involvement of employers on a broad scale to regularly work with preservice/inservice faculty.

General Comments (2)
- The connection with the schools is essential in this process.
- I am incorporating into my course on Career Development.

Support (1)
- Admin and peer support.

13. School-to-work can be made more meaningful for Education faculty by:

Incorporation into Curriculum (4)
- Talking to teacher educators who have implemented school-to-work in their curriculum.
- Mandating its infusion in the curriculum.

- Further supporting group (such as this meeting) to discuss key issues and appropriate places for STW to be integrated into Teacher Ed Programs.
- Brief reviews of operating programs of similar nature so that faculty may review, see relevance & how to incorporate.

Providing More Information (3)

- General faculty not attending workshop. (1) more info to the faculty, (2) informal networking, and (3) professor inservice.
- Provide data regarding employment projections work force shortages.
- Having an infusion into regular meetings held by department chairs and deans. Educators should stay abreast with school matters.

General Comments (3)

- We are working on this. We have met already.
- Placing teacher educators and then preservice/inservice teachers in externships in B&I.
- Examining political, social and equity issues inherent and embedded in state school to work programs and philosophy--looking at and questioning assumptions behind a close relationship between curriculum, learning approaches, and present workplace needs.

No Response (3)

14. Which conference activity(ies) was/were especially helpful or meaningful in promoting your understanding of school-to-work? Why?

Externship (8)

- The externship and discussions
- Externships
- Externship
- Visitation
- Job Shadowing
- Industry visit! I could reflect with another teacher educator about what we observed
- Visit to business to see how workers are valued, how knowledge and work ethic attitudes play out; to ponder how what I teach students to teach their students connects/does not connect with workplace needs
- Site visit

Specific Sessions (4)

- The last session, it became clearer and the speaker demonstrated in a concrete manner how it can work
- Guest speakers presentation
- Presentations which directly addressed the goals and strategies of school-to-work
- Keynote speaker

Sessions in General (2)

- Actually, the whole conference was well planned and each part added a different perspective to my overall understanding of STW.
- All! I do not want to single-out one better. All were enjoyable.

General Comments (1)

- Data on work force shortages.

No Response (1)

15. What could be improved? Why?

Timing of Sessions (3)

- Timing of worksessions--too long.
- The days were very long for maintaining concentration.
- Shorter sessions and more focusing on a few issues instead of too many.

Small Group Activities (3)

- Monitoring and Summarizing of Small Group Work sessions = Closure.
- Less small group activities because they don't provide enough information pertaining to the subject.
- Less time in small presentation sessions and more time at maybe two or 3 work sites--followed by discussion of differences of workplace needs, questions we have.

General (3)

- Conference was fine - well organized.
- Probably a follow-up conference on what attendants have done.
- Voice of teachers/students already involved in STW.

No Response (3)

Information/Resources (2)

- Hand outs of 14.A.
- More info re SCANS due to my unfamiliarity & its relevance.

16. In your opinion, did we target the right audience for this event? ☐ Yes (10) **☐ No** (1) **Why or why not?**

No Response (7)

Teacher Educators (3)

- Teacher Educators will be meeting many prospective teachers- we are responsible for Curriculum/Course development and Instruction.
- Faculty are an integral component of shaping future teachers.
- Yes, teacher educators unfamiliar with ideas of school to work.

Positive Responses (2)

- Yes, as an intro, but a follow-up is needed!
- Yes, teacher educators unfamiliar with ideas of school to work.

Should Have Included (2)

- Uncertain. My interest did not rest with the construction trade in particular. Suggestion would be to target principals/superintendents.
- However, it would have been a richer experience if teachers/students were also included.

Negative Responses (1)

- No, so many participants in specific school-to-work programs already.

17. Who should be invited to the next conference?

Faculty/Teacher Educators (7)

- Similiar Faculty.
- Educators in the schools.
- Reports from those who have developed programs in Teacher Education.
- Department chairs &/or tenure track junior faculty.
- 1) Faculty (Teacher Ed/Ed. Admin) who are interested in general STW issues. 2) Perhaps a blend of Participants who attended a prior conference to interact with new participants- to encourage/foster small group discussions. Some small group included new/"old" participants. Other small group homogeneous.
- Other teacher educators.
- More of these (teacher educators unfamiliar with ideas of school to work).

Administrators (2)

- Principals, superintendents, school board members, curriculum directors.
- Principals/superintendents/Voc. Educ. Administrators.

Schools (2)

- Each participant should bring a public/private school partner.
- More schools/institutions that focus on non-blue collar jobs.

Counselors (1)

- Counselor Educators for School Counselors need a conference- I do not know if this should be the focus of this particular committee since the focus is on Teacher Education.

No Response (1)

18. How many years have you been an Education faculty member?

The number of years ranged from a low of 1 to a high of 30.

Mean= 11.62 SD= 9.02 N= 13

19. What is the area of your primary teaching or administrative responsibility?

Counseling (3)

- Counseling.
- Counselor education.
- Counselor preparation.

Curriculum (3)

- General Curriculum and Social Studies.
- K-12 Curriculum.
- Curriculum & foundations.

Elementary Education (2)

- Elementary, PDS.
- Elementary Social Studies. Graduate (master) level for secondary and elementary teachers.

Secondary Education (2)

- Graduate (master) level for secondary and elementary teachers.
- Secondary education-methods.

School Administration/Certification (2)

- 1-12 Certification/Licensure.
- School administration.

Technical Education (1)

Mathematics Education (1)

Special Education (1)

No Response (1)

Conclusions and Recommendations

This project has resulted in two major products: A framework for integrating school-to-work into preservice teacher education in Ohio and the prototype conference for university faculty involved with teacher education that was held July 10-12, 1997.

Framework

The Framework, although continuing to evolve, offers ideas that seem to prevail among the work team members of this project. The vision offers a view of the future through the eyes of the teacher education faculty on the team. Based on the philosophy, rationale behind the need for integrating school-to-work into preservice teacher education, and economic assumptions cited in the document, the vision takes this foundation into the future. The Framework also includes concept maps of "work" and "school" that represent the thinking of the members of the work team.

Specific components of preservice teacher education that has relevance to school-to-work are identified in the document along with proposed outcomes and strategies for the programs. The framework also cites the need to review the relationship between school-to-work and initiatives such as the state of Ohio's curriculum models and teacher education and licensure standards. A plan for integrating school-to-work into all preservice teacher education programs in Ohio is also provided.

The work team feels strongly that the framework needs to continue to evolve during the next year. Although work team members made significant progress on the framework during the course of this project, one additional year would allow the work team to add important elements of the framework including information about relationships between school-to-work and other initiatives both in Ohio and nationally.

In addition, a concentrated effort to implement the framework should be expended. Two universities should field test the framework and university plans emanating from this project to assure their implementation. The progress of these two universities should be carefully followed and results shared with other colleges and universities across the state.

Prototype Conference

The prototype conference held at Bowling Green State University July 10-12, 1997 was a resounding success, according to the assessment completed by the University of Cincinnati (see pages 88-120). For each component of the conference, participants indicated they agreed or strongly agreed that the session or activity contributed to their knowledge of school-to-work and would help them infuse school-to-work into their preservice teacher education programs.

The presenters were positive in their reactions to the conference. Several workshop presenters indicated they needed more time to complete their workshops. Future conferences should allow more time for the workshops in the simulation.

The work team members were also positive about the conference. However, they expressed concern that "next steps" were unclear. The work team indicated this lack of definite planning is a result of uncertainty regarding future funding of this project.

The following recommendations are based upon input from conference participants, presenters, and work team members:

1. Conduct additional conferences for college and university teacher education faculty based on the philosophy, approaches, and activities of this prototype conference. Planners should consider the assessment results of the prototype conference to determine possible minor alterations.

2. Revise the conference program to allow for more time for the simulation workshops and breaks.

3. Offer more clarity of the expectations of conference participants.

4. Invite faculty from all public universities as well as private colleges and universities to future conferences.

5. Conduct a follow-up seminar for those participating in the July 10-12 conference.

6. Engage deans to a greater extent in the school-to-work integration initiative.

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Educate the professor, and you will educate the teachers and their students.